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ABSTRACT

An analytical and comparative study of Northeastern University's MBA and Management Development (MDP) programs, as representative of university MBA and MDP programs generally, is given. Perceived effects on participants of their attendance and completion of either MBA or MDP in terms of their needs and objectives are measured. Results of two programs in relation to teaching effectiveness and teaching methodology are analyzed. Strengths and weaknesses of Northeastern University's MBA and MDP as seen by participants are assessed. Implications for both industry and universities postulate that Northeastern's experience has wider application to other university programs. (Author/NF)

PROJECTS IN VOCATIONAL EDUCATION FOR DISADVANTAGED YOUTH

To

KENNETH R. ANDREWS
and
RICHARD E. MILLS

FOREWORD

Professor Crotty's study of graduate business education is particularly timely for both business schools and business organizations. Business schools are at the height of their prestige and their programs have achieved wide acceptance as necessary to the continuing growth of managers at every stage of their careers.

Yet this is also a time for serious questioning of the universities and their contributions to society. For the business schools the questioning relates to the appropriateness and practicality of their programs to the operating manager. The schools now offer highly respectable course content, sophisticated research, and advanced statistical, mathematical, and psychological concepts. But unless these are translated into ready application to the solution of problems and the design of strategies, managers will regard them as academic rather than professional in orientation and, therefore, not really relevant. I suggest that companies as well as individual managers may be selecting business-school courses on the basis of different criteria in the future. They will select a program that is best tailored to the individual's present level of knowledge, experience, maturity, and future career needs. It will be less important whether a degree is involved or not, and it will be less important how "prestigious" a reputation is enjoyed by the school. The stress will be more on needs and learning which will contribute to present-day managerial tasks.

Professor Crotty's study compares the reactions of recent graduates of Northeastern University's MBA and Management Development programs. These were all men who were over thirty years of age and experienced managers when they began their course work. The study is comprehensive in its analysis. I recommend its careful consideration by those in business schools responsible for curriculum design and those in business firms charged with program selection.

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CONTENTS

TABLES

TABLES -- Cont'd

CHAPTER I

Introduction and Background

This is an analytical and comparative study of Northeastern University's MBA and Management Development (MDP) programs as representative of university MBA and MDP programs generally. Chapter II sets the Northeastern MBA program into the broader development of American higher education for business. Chapter III does the same for Northeastern's Management Development Program but also links it to the growth and maturity of the adult education movement in the United States. The study then proceeds in Chapter IV to measure the perceived effects on participants of their attendance and completion of either the MBA or MDP in terms of their needs and objectives. It also analyzes the results of the two programs in relation to teaching effectiveness and teaching methodology. Chapter V states the conclusions of the study, assesses the strengths and weaknesses of Northeastern University's MBA and MDP as seen by participants, and draws implications for both industry and the universities under the postulate that the Northeastern experience has wider application to other university programs.

THE MBA APPROACH TO GRADUATE BUSINESS EDUCATION

The more traditional approach to graduate business education is through formal graduate course work leading to the MBA degree. This is an increasingly popular approach among college graduates planning a business career and among companies in their recruiting of young men. The companies see in the MBA graduates men who are motivated towards a business career and who have been exposed in some depth to the several areas of business knowledge.[1] Full-time candidates for the MBA degree are usually recent college graduates in day-school programs lasting from one to two years, depending on undergraduate background. In addition, there are many part-time MBA programs which also lead to the MBA degree after several (typically 3-4) years of study. The part-time programs usually involve night courses which attract businessmen at various stages of age and career development.

Some companies grant leaves of absence and tuition rebates to encourage their older executives to pursue an MBA degree. Other executives, conscious of their

[1]Sheldon Zalaznick, "The MBA, The Man, The Myth, and The Method", Fortune (May, 1968), pp. 168-171, 200-206.

own needs, work towards an MBA degree at night on their own and without any particular reference to their companies' plans for them. These are usually older, more experienced members of management who often have no graduate business training and usually no education at all beyond college except in technical fields, notably engineering. For example, Dr. Russell Cansler, Director of Placement for Northwestern University's Graduate School of Business, reports that more than one-third of its night MBA students are more than 40 years old.[2] At Northeastern University the proportion of older men has been increasing so that 55% of those entering the MBA program in 1969 were over 30 years of age (up from 44% in 1964) and 12% were over 40 years of age (up from 8% in 1964).

THE EXECUTIVE DEVELOPMENT APPROACH

The second approach to graduate business education is the university-sponsored executive development program. Its origins go back to Harvard in the late 1920's and MIT in the early 1930's. But the movement began to burgeon in the 1950's so that by 1969 there were forty-nine university-sponsored executive programs in the nation, enrolling approximately 5,000 participants annually.[3] Of the forty-nine programs, twenty were long enough in course content to encompass the full range of graduate business subject matter. Executive programs have several advantages to sponsoring companies: (1) they are relatively short (six weeks is typical); (2) the choice of programs is under company control; (3) a man can be placed in a program most suited to his experience and needs; (4) a man's attendance can be timed to meet not only his own career expectations but also his company's plans for him; and (5) the programs are planned specifically to meet the needs of mature men in responsible business positions.

THE MBA AND MANAGEMENT DEVELOPMENT PROGRAMS COMPARED

Both the MBA and executive development programs seek to cultivate a broadness of view, a professional approach to management, a knowledge of the several management functions, and a facility for using analytical skills in the solution of problems.

The two programs also have a similar content which encompasses: (1) functional management, (2) policy and planning, (3) managing human resources, (4) measurement and control, and (5) the business environment.

The Northeastern MBA program (and this is typical of MBA programs generally) requires 42 academic hours beyond the Bachelor's degree (exclusive of basic prerequisites) for a total of 420 classroom hours of which 280 hours are prescribed and 140 are for electives. The Northeastern management development program (MDP) provides 240 hours of "supervised instruction", which includes lectures, case discussions,

[2] Time, August 15, 1969, p. 70.

[3] George W. Bricker, (ed.), "1969 Executive Development Programs", Personnel Management - Policies and Practices (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. [illegible], 251.

the management "game" (a computer-based decision exercise that simulates the organization environment), problem solving workshops, etc. The formal classroom is the most common approach in the MBA.

The MDP has an in-residence format with conscious adherence to adult education devices and the small workshop group serves as core of the program. It is carefully structured to include representatives of all the major business experiences - accounting, finance, production, marketing, research, and general management. Approximately 40% of the program's work takes place in these groups which the instructors treat as teaching/learning situations and where the men learn from one another as well as from the instructor. Because the MDP is in-residence, the participants are in almost continuous conversation with the instructors and with one another at meals, during recreation, and during off-hours.

The theory of the MDP is that a substantially comparable result to the MBA can be attained in a shorter work span through concentrated effort, the elimination of all distractions, the drawing on the accumulated skills of students and faculty, and the careful structuring of course material and educational approach to the special circumstances of the participants. The MDP experience at Northeastern University is spread over 9 months from the time initial reading assignments begin until the conclusion of the program. Advance readings for the MDP begin four months prior to classroom work, and six weeks of concentrated classroom time are interlaced with three week periods back at work over a five-months span. Additional reading assignments and projects are given during the three-week intervals.

The MBA program, of course, provides reading, research and other preparations, under the guidance of the instructors, along traditional academic lines. In all, about 200 hours of assignments are made for the four-five-month period before the start of the Northeastern MDP and during the interim weeks between sessions. This is in contrast to the Northeastern MBA which requires approximately 800 hours of preparatory work for its courses.

Following is a description of major content areas and a listing of instructional time at Northeastern allotted to each area by the MBA and the MDP. The comparison is between the MDP courses, all of which are required, and the <u>required</u> courses of the MBA. Of course, the MBA electives allow another 140 classroom hours in any combination but not to exceed 80 hours in any one area (e.g. accounting). Many MBA students would use this opportunity to do concentrated work in a "major", although a student of general management might spread electives according to preference. In contrast, the MDP group comes to the program with 10 or more years "concentration", usually in one field of production, accounting, etc. An MBA with similar experience might do more work in the field of his primary expertise or, perhaps, in an allied or several other fields.

<u>Functional Management</u>

This area includes the specialized knowledge required in finance, production, and marketing. Both programs aim at giving students a broad familiarity with

all of the functional areas of business. The MBA goes further in allowing deeper specialization in one area. The MDP does not do this because its client group comes with knowledge-in-depth of a specialty, gained over many prior years of experience. Its aim is to provide a working familiarity with the areas in which the participant is not expert. Instructional time includes 52 hours in the MDP (22%) and 120 hours in the MBA or 43% of required course work.

Notice the much larger percentage of required time spent on functional management by the MBA, a reflection of the needs of the younger, inexperienced students as well as the needs of older students for broadening in unfamiliar areas.

Policy and Planning

The emphasis in this area is on the broader organizational considerations, such as corporate goals, capital limitations, government regulations, and the economic outlook. It also includes the major elements in the planning process, particularly forecasting. The MDP mixes formal instruction with exposure to major business and governmental leaders as part of the structured program. The MBA emphasizes formal instruction while providing conferences and guest lectures by prominent outside figures. The MDP devotes 42 hours (18%) and the MBA 40 hours (14%) to this area.

The older, more experienced men in both programs are closer to that point in their careers where the larger problems of the total organization assume greater importance and interest. Note that both programs devote the same number of hours to this area although for the MDP the hours represent a larger portion of available time than for the MBA.

Managing Human Resources

In this area the manager explores psychological and social factors at work within the organization. There takes place an explanation of the organization itself and the role of its various formal and informal relationships. This area encompasses the treatment of industrial relations, personnel policy, the setting of performance standards, and managerial appraisals. The Northeastern MBA program follows the classic Harvard case system in organizational behavior, while the MDP combines lectures and discussions by the Director of Psychiatric Sciences for a major U.S. corporation with several days of group interaction, using the established workshop groups. There are 45 hours (19%) available in the MDP and 40 hours (14%) in the MBA.

Again, the number of hours devoted to this area is the same for both programs -- a common recognition of the growing importance of the "human resources" concept in organizations. For the MDP, the proportion of available hours is somewhat larger in answer to a commonly expressed need by the many specialists for knowledge of the human area. An MBA participant with a similar need might elect extra courses in that area.

Measurement and Control

Learning in this area centers on the uses and limitations of mathematical, statistical, and accounting techniques for measuring performance. This area also includes computer technology. Both programs give considerable attention to measurement and control due to its increasing importance of late and the very rapid development of knowledge and techniques in the field. The MDP gives considerable weight to accounting and computer technology since computer science is new to most of its students and because familiarity with accounting and control principles tends to be weak among men who have spent many years in other specialties. The MBA program allows for more concentration in this area through electives to meet individual needs or for the younger man who is looking towards this as a specialization. The MDP provides 53 hours (21%) and the MBA 60 hours (21%) in the area of measurement and control.

Both programs show about the same degree of concern for the measurement and control area. Participants in both programs tend to be relatively ill-prepared by prior background in these subjects, whether they are younger students in the MBA or older, experienced men in either program.

The Business Environment

This area considers the growing influence of external forces on the firm. Especially important are the effects of changing technology along with trends in the domestic and international economies. Urban problems is a related area of great recent interest. The MDP emphasizes candid panel discussions with senior officials, with supplementary classroom lectures and background readings. The MBA puts more stress on formal preparation and classroom discussion. There are 48 hours in the MDP program (20%) and 20 hours in the MBA (8%).

The relatively heavy emphasis on the business environment in the MDP represents an effort to update men who tend to have been very career-oriented during their working years. They are increasingly aware of the impact of the world around them on the fortunes of themselves and their organizations. The MBA, too, is beginning to reflect a concern that the professional manager cannot operate in the limited world of his own organization. To date, however, the MBA has left the development of this area mainly to the optional subjects.

The summary table shows how equally balanced are the five major course areas in the Northeastern MDP. In the Northeastern MBA functional management has the greatest preponderance among the required courses; the business environment has a relatively small weight; and the other three areas an approximately equal weight, with actual hours nearly the same as in the MDP.

Northeastern University's MBA and the MDP both try to offer a reasonably balanced course structure, although the MBA must meet the needs of a broader client group in terms of age and experience. For example, the MDP program has more accounting/finance (an area of relative weakness) and relatively little in production (an

TABLE 1

SUMMARY OF REQUIRED CLASSROOM HOURS[a]

NORTHEASTERN UNIVERSITY PROGRAMS

Field of Study (1)	MDP		MBA	
	Number (2)	Percentage (3)	Number (4)	Percentage (5)
Functional Management ..	52	22	120	43
Policy and Planning ..	42	18	40	14
Managing Human Resources ..	45	19	40	14
Measurement and Control ..	53	21	60	21
Business Environment ..	48	20	20	8
TOTAL ..	240	100	280[b]	100

[a]All MDP hours are required. Two-thirds of MBA hours are required.

[b]The MBA has an additional 120 hours in elective courses.

area of relative strength). In the MBA course structure, by contrast, production receives approximately equal weight to marketing, finance, etc. There are similar contrasts in other areas. The design of the MDP more directly takes into account the past experiences of its client group and builds an academic sequence around those experiences, both using them and supplementing them.

Since 15,000 Master's degrees are given in various business fields annually and 5,000 executives are now attending executive development programs each year, it is timely to compare the reactions of businessmen to these modes of education. Are their needs being met? Is one program more effective than the other in their estimation? These questions will be explored in succeeding chapters.

CHAPTER II

The Development of the Graduate Business School in the American University

SUMMARY

The nineteenth century saw the character of higher education in this country become uniquely American as it was made to fit the special cultural patterns that the nation developed. During the late nineteenth and early twentieth centuries specific institutional forms and educational programs evolved, including the professional business school in a university setting. From the beginning the business schools emphasized the manager as opposed to the owner or the entrepreneur. They stressed the application of a body of theoretical knowledge to the service of the larger community. The early schools offered a tight curriculum and a clear pattern of what professional business education should be. As schools and programs proliferated during the 1920's course work became increasingly unrelated and highly specialized. Depression and War occasioned serious rethinking of graduate business education. The 1930's saw the development of research bureaus with the increasingly enthusiastic cooperation of the business community itself. The value of practical experience, especially by faculties, also came to the fore at this time and reached its peak during World War II. The experiences of War and Depression showed how important is perspective to men of affairs. Renewal of the concept of general education as a foundation for professional education took place in the post-war period. By the late 1950's business education was ready for a general reassessment which the Ford and Carnegie reports provided. These had profound effects on the rapid development of business schools' prestige. They advocated two-year programs with a strong professional emphasis but based on solid preparation in the liberal arts; the need for faculty research to give necessary stimulation to course design and student interest; an amount of specialization that would not subvert the broad professional preparation of the manager; and some scope for special student interest through course electives. The MBA degree now has wide acceptance in the world of business. Yet there is some doubt whether it is accepted for its own value or for such peripheral reasons as the screening and motivation of graduates it also assures.

In his book, The Temporary Society, Warren G. Bennis quotes Colin Clark's article "Oxford Reformed" in Encounter magazine (January, 1965) as stating that it would be a "dreadful suggestion that Oxford ought to have a business school."[1] Clark is reiterating what Robert M. Hutchins has been saying for many years now and Jacques Barzun more recently in their calls for a return to the fundamental concept of what they think a university should be: a place where the intellect is cultivated and where the practical applications and the solutions of immediate problems have a distinctly second place.[2] They fear that practical concerns tend to subvert the university when linked too closely with it.

Clark Kerr sees a different role for the university -- especially the American university. He compares the "knowledge industry" of the current age with the railroad industry of the nineteenth century. Knowledge, he says, is a focal point of national growth, and it will be made to serve national ends as the German, English, and medieval models of knowledge served the needs of their respective societies. He points to developing nations as recognizing the fundamental nature of knowledge in their own future progress. In the United States, too, the universities are discovering their own uniquely American form that has its roots in the American context and that is attuned to the special needs of the American society.[3]

In confirmation, Bennis holds that the American academic man "has become more committed to action, in greater numbers, with more diligence, and with higher aspirations than at any other time in history." The American intellectual and the manager have recognized quite recently the "enormous possibilities of joint ventures." The first sign of this joint recognition was the founding of professional schools of law, medicine, and engineering with schools of business and public administration following more recently. In fact, it is only in this century that science itself, especially applied science, has found a recognized place in the American university.[4]

Thus, while the place of science seems secure, the debate over the proper role of the university continues. The debate itself began in the early nineteenth century and has proceeded through what DeVane calls a series of revolutions that have changed the world and have enlarged the demands of society upon the university.

> The Industrial Revolution has developed space. The Scientific Revolution has had, and is still having, an immense effect upon our modes of thinking and the everyday details of our life. The democratic processes in society,

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[1]Warren G. Bennis and Philip E. Slater, The Temporary Society (New York: Harper & Row, Publishers, Inc., 1968), p. 62.

[2]Robert M. Hutchins, The Learning Society (New York: Frederick A. Praegar, Inc., 1967).

[3]Clark Kerr, The Uses of the University (Cambridge, Mass.: Harvard University Press, 1963).

[4]Bennis and Slater, op. cit., pp. 62-63.

> which were in their infancy a hundred years ago, have made the present age one of the common man. Accompanying these new forces, there has risen a sharper sense of nationalism which has profoundly affected the scope and direction of learning itself -- to the extent of curbing its freedom and its universal nature.[5]

Graduate business education represents one response of the American university to the demands of society. It is the culmination of two separate trends in higher education: (1) the gradual recognition of the need for "practical" and professional studies, and (2) the development of graduate education on the German model.

THE GROWING NEED OF PROFESSIONAL STUDIES

America in the eighteenth century was a simple agrarian society. The vast American continent had scattered communities, at great distances one from the other, and largely self-contained. To serve the needs of these isolated settlements there arose small local colleges which themselves usually operated in isolation. There were few strong primary and secondary schools and the example and stimulus were missing of vigorous models of higher education either here or abroad. American colleges followed the pattern of the English colleges at Oxford and Cambridge, but these were in decay during the eighteenth century, as were the continental universities.[6] But even had the English colleges been in more robust condition, their pattern of higher education was soon perceived as inadequate to the needs of a rapidly changing America. They were devised to give cultural education to a relatively few young men through a rigid curriculum consisting almost exclusively of the classics. It was an education for aristocratic leisure or for the ancient professions of law, medicine, the ministry, or schoolteaching.[7] In addition, the English university system was itself a reflection of the needs of the English nation. The American colleges of the eighteenth century were basically cultural transplants from the mother country. After its Revolution, America began to grope for a new culture more expressive of evolving American ideals. Coinciding with the American Revolution was the Industrial Revolution in England. Max Lerner sums up what its effects were as it moved into the United States:

> It was free enterprise arrayed against mercantilism, laissez-faire against commercialism, individualism against hierarchy, natural rights against monarchy, popular nationalism against dynastic regimes, social mobility against caste, the pioneering spirit against the status quo . . . . The new world of which Europe had so long dreamed came to fruition under American skies.[8]

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[5] William C. DeVane, The American University in the Twentieth Century (Baton Rouge, La.: Louisiana State University Press, 1957), p. 16.

[6] Ibid., pp. 66-67.

[7] Everett Walters, Graduate Education Today (Washington, D.C.: American Council on Education, 1965), p. 3.

[8] Max Lerner, America as a Civilization (New York: Simon & Schuster, Inc., 1957), p. 35.

The American colleges seemed to be out-of-step with the "vital ideas" of the newly established nation. Reitzer cites Ortega y Gasset's thesis that institutions are not transferable from one culture to another, that culture is "the system of vital ideas which each age possesses; ....it is the system of ideas by which each age lives...."[9] In other words, the rising spirit of nationalism that DeVane speaks of now became the most important influence underlying all aspects of American life, including education. The population moved westward to fill in the great open spaces. The wealth of the nation multiplied. A democratic spirit abounded as people kept on the move, both physically and socially.[10] The philosopher George Santayana has analyzed the essence of Americanism as it gradually evolved in the nineteenth century:

> The object was less to snatch liberty by revolution than to profit by it in commerce and to concede it by legislation in all indifferent matters, so as to secure the largest possible cooperation of the public in the work of material progress . . . . Thus liberalism was tolerant of everything except indifference to material well-being either in oneself or in others.[11]

What Santayana describes as American pragmatism gave the American a sense of purpose and a sense of power over matter. The American culture came to emphasize work and material progress. Science -- whether in its theoretical or in its applied forms -- thus appeared to foster and enhance the basic American civilization. It was hardly likely that higher education could remain immune from these forces affecting American life and culture.

Early Curriculum Development for the Professions

In 1817 Thomas Jefferson designed a comprehensive plan for education on the university level. There were to be professional schools to group subjects towards a specific, practical purpose, and a sort of technical institute to provide condensed versions of these practical offerings, for the mariner, the carpenter, the druggist, the brewer, etc.[12] West Point, founded in 1802 under the urging of George Washington, was an early and successful example of practical education for practical careers of engineering, public works, and national defense. A similar institution, Virginia Military Academy, followed in 1836 under state sponsorship. New York State was to see Stephan Van Rensselaer establish an experimental institute of learning in 1824 which emphasized practical application and extended field trips throughout the state. This experimental institute ultimately became a civil engineering course, established in 1835.[13] In the South before the Civil War the

[9]Paul G. Reitzer, "The Reformation of American Higher Education: A Study in Nineteenth Century Reformism" (unpublished doctoral dissertation, Florida State University, 1966), p. 7.

[10]DeVane, op. cit., p. 67.

[11]George Santayana, The Idler and His Works, quoted in Gerald Sykes, ed. Alienation: The Cultural Climate of Our Time (New York: George Braziller, Inc., 1964), p. 310.

[12]Reitzer, op. cit., pp. 74-76.

[13]Ibid., pp. 94-95.

extensive commercial interests centered in the New Orleans area strongly encouraged higher education in practical business subjects. A proposal resulted for establishing a business department at Tulane (then the University of Louisiana), although the idea was short-lived because of political and financial problems.[14] After the Civil War, Robert E. Lee, as President of what is now Washington and Lee University, proposed a rather elaborate business curriculum of commercial history, law, and technology; mathematics of accounts, exchange, insurance, and interest; English language and correspondence; plus modern languages. Lee died before the plan could be effected.[15]

The Development of Scientific Education

Related to these developments were the beginnings of scientific education. The Lawrence Scientific School at Harvard began in 1847 and in 1860 the Sheffield Scientific School at Yale expanded upon earlier courses in agricultural chemistry and animal physiology. Dartmouth had its Chandler School of Science and Arts by 1851. Massachusetts Institute of Technology received its charter in 1861. And, of course, Rensselaer Polytechnic Institute (1824) had a scientific as well as a practical tradition.[16]

The very existence of institutions with a scientific and practical emphasis provided both competition and stimulus to the more traditional and well-established forms of collegiate education. President Charles W. Eliot, in his inaugural address as President of Harvard in 1869, gave clear indication of the main trends of his educational thinking.[17] He was to be a continuing and ruthless critic of American higher learning throughout the century. At Harvard he was to establish the elective principle, the firm position of science in the curriculum, and the early impetus for what was to become the Harvard Graduate School of Business Administration.

The Morrill Act

The Government, too, became a force for educational change. The Morrill Act of 1862 was the first federal action of significant scale to influence educational trends. The Act of 1862 set aside land revenues for the support of state colleges teaching "such branches of learning as are related to agriculture and the mechanic arts." There were no clear guidelines except for the obligation to offer

[14] Meeri M. Saarsalmi, "Some Aspects of Thought Underlying Higher Education for Business in the United States" (unpublished doctoral dissertation, Indiana University, 1955), p. 52.

[15] Ibid., pp. 57-59.

[16] Richard Hofstadter and Wilson Smith, American Higher Education, A Documentary History (Chicago: University of Chicago Press, 1961), Vol. II, pp. 477, 583.

[17] Ibid., pp. 601 ff.

practical and liberal studies. By the 1880's the land-grant colleges began to stress increasingly the development of industrial leaders.[18] Cornell University where state monies were added to Land Grant funds represented this new emphasis.[19] New York State Senator Ezra Cornell fancied himself a practical man who wanted his own money, as well as the state's, to foster a practical approach to university education. Andrew White, soon to become President of Cornell, successfully urged a union of liberal and practical instruction in a nonsectarian institution. White insisted on the role of Cornell in training industrial leaders, whereas Eliot of Harvard recommended separate institutions for the teaching of applied sciences.[20] White's Cornell became the archetype of the state college with Land Grant funding. Eliot's thinking can be seen in the later development of the professional school. Eliot saw the college as stressing breadth and thirst for knowledge with the specialized school emphasizing its practical application for personal profit. Eliot's specialized school certainly was not to be a "trade" school but a professional school to form "...an observant, judicious man, well informed in the sciences which bear on his profession; so trained, the graduate will master the principles and details of any actual works, and he will rise rapidly through the grades of employment . . . ."[21] In this concept of Eliot can be seen the seeds of such specialized institutions as the Harvard Business School and similar institutions at other universities.

THE RISE OF GRADUATE EDUCATION

Even today as DeVane remarks:

> Our civilization and culture are so far more Roman than Greek, strong in the arts of engineering and less adequate in the world of creation . . . . We found much in the German models that suited the American temperament, notably the immediate and utilitarian impulses of their training for the professions, their practical applications of knowledge to the world of industrial and national strength, and the competitive search for new knowledge . . . .[22]

And the German models gave rise to the graduate school and with it the particular form of the American university. The older Eastern colleges added graduate schools. The newer universities had their origins directly from the German models. They were groupings of professional schools in law, medicine, and the higher arts and sciences. The students had wide latitude in choice of studies. The professors could teach and publish what they wished and many of the most prominent among them

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[18] Berenice M. Fisher, Industrial Education: American Ideals and Institutions (Madison, Wisconsin: University of Wisconsin Press, 1967), pp. 58, 59.

[19] Hofstadter and Smith, op. cit., p. 568.

[20] Fisher, op. cit., pp. 54-55, 59-60.

[21] Ibid., p. 55.

[22] DeVane, op. cit., pp. 68-70.

had studied in Germany.[23] In fact, Everett Walters estimates that 5,000 Americans did graduate work in German universities during the nineteenth century. There they encountered the basic elements of a German university -- the library, the museum, and the laboratory. These were the bases of research and the generators of new knowledge.[24] Yet the German university ran counter to all of the practical tendencies in American higher education of the time. Even though the stress in the German university was on science and the scientific approach to the discovery of truth, its object was to train thinkers not engineers or bankers or manufacturers. The engineer or banker or manufacturer was to get his theoretical training in the university and his practical training in a separate institution.[25] The American university modified this concept by adopting Eliot's idea that indeed there should be separate professional schools having their own special emphasis on practical application but linked firmly to the theoretical advances provided by the university. In any event, the graduate school idea caught on in the United States. Daniel Coit Gilman established Johns Hopkins in 1876 as a graduate school on the German model.[26] Charles W. Eliot both helped conceive the Johns Hopkins plan and borrowed freely from its experience for his own revolution at Harvard. Barnard revived Columbia on the same model. Minnesota and Wisconsin, originally supported as Land Grant colleges, began their evolution into universities in the 1880's. William Rainey Harper started Chicago in 1890 and Stanford began in 1891. Thus, by the turn of the century, American universities had taken on their essential shape -- amalgams of the older colleges, the German university, and specialized schools and programs for professional training. In this peculiarly American university the professional school of business was to find its unique place.

The Founding of Professional Schools of Business

Henry P. Tappan, while President of the University of Michigan from 1852-1863, made notable accomplishments in making Michigan a leader among state universities. He counselled against "acute distinctions drawn between scholastic and practical education; for, it will be seen that all true education is practical, and that practice without education is little worth; . . . ."[27] But he feared "the very conception of adapting the Institution to the wants of 'young men who are devoting themselves to the productive professions' . . . [for] shall we not have a large commercial institution, which . . . shall only give us the hum of preparation for the business of life in the industrial and productive direction?"[28] Tappan proposed

[23] Ibid.

[24] Walters, op. cit., pp. 6, 9.

[25] Hofstadter, op. cit., pp. 572-573.

[26] Ibid., p. 643.

[27] Henry P. Tappan, University Education (New York, 1951) as quoted in Hofstadter, op. cit., p. 493.

[28] Ibid., p. 495.

instead a series of popular lectures that would be designed for the benefit of those in business but would not count towards degrees.[29]

Of course, degree-granting business schools were established anyway, but Tappan's suggestions were also adopted at a later date both in extension studies and in the non-degree management development programs to be discussed in the next chapter. There were ten pioneer schools of business on university campuses. They were all founded between 1898 and 1908 except for The Wharton School (1881).

School	Year Established
The Wharton School of Finance and Commerce, University of Pennsylvania	1881
The University of Chicago College of Commerce and Administration	1898
The University of California College of Commerce, Berkeley	1898
The Amos Tuck School of Administration and Finance, Dartmouth College	1900
The New York University School of Commerce, Accounts, and Finance	1900
The University of Wisconsin School of Commerce	1900
The University of Illinois College of Commerce and Business Administration	1902
The Northwestern University School of Commerce	1908
The University of Pittsburgh School of Business Administration	1908
The Harvard Graduate School of Business Administration	1908[30]

The founding of business schools reflected the gradual maturing of the American society. The self-made man was in the limelight during the latter part of the nineteenth century, but even such exemplars as Andrew Carnegie observed that boys from polytechnical and scientific schools offered a special outlook and technical knowledge that self-trained manufacturers found valuable.[31] Industry itself was becoming more complex and, at the same time, more institutionalized. The managerial group became both more numerous and more crucial to the continuing success of the business enterprise. Yet Edmund J. James, founder of the Wharton School at Pennsylvania, shared in a consensus of business educators that existing business education did not really serve the managerial group,[32] but instead prepared functionaries for operational business tasks.

In the thinking of James and the other founders, the role of the new schools of business was, therefore, neither to train functionaries nor to produce "captains of industry" who were more likely to be products of unusual native talent than

[29] Ibid., p. 506.

[30] Saarsalmi, op. cit., pp. 59-60.

[31] Fisher, op. cit., pp. 8-9.

[32] Saarsalmi, op. cit., pp. 75-78.

formal training. The goal was to produce managers who would be broadly trained for business leadership. In fact, the early formulation at Harvard encompassed governmental as well as business leadership, although this was soon abandoned. The Amos Tuck School at Dartmouth in 1904 announced its program to meet "an increasing demand on the part of the business community for trained service . . . . It aims to enable a young man to start in business with the advantages of a trained mind and a scientific knowledge of modern business methods and conditions.[33]

As the several pioneering schools set about the task of developing curricula and inventing new teaching approaches, they established the principal features of today's business school programs. Frank C. Pierson, in his 1959 landmark study of American business schools, noted that many current problems are the heritage of decisions reached at the turn of the century and institutionalized in permanent form by the 1920's.[34]

At the University of Pennsylvania, Edmund J. James and the economist Simon N. Pallen built The Wharton School on the existing faculties of History and Politics with such business subjects as transportation and mercantile law as electives. Thus, business study was linked to study for other leadership roles.[35] This was also true of Harvard, the first business school to offer the Master of Business Administration degree.[36] President Eliot had suggested a school for diplomacy and government service. It was first named "The Graduate School of Public Service and Commerce" under the Faculty of Arts and Sciences from 1902-1908 when it became the "Graduate School of Business Administration." Its avowed purpose was to establish business as a profession. It required an undergraduate degree to assure that broad educational base which Eliot had always emphasized. Other features were the carefully structured syllabus, course work planned jointly by experienced businessmen and faculty members, cooperative work experience in industry, the two-year graduate program, elective courses to supplement the strict requirements of the first year program, and the development of the case system of instruction patterned after the Langdell system at the Harvard Law School. Eliot's basic thinking can be seen in this Harvard plan.

At Chicago under William Rainey Harper, Leon C. Marshall became first Dean of the new College of Commerce and Administration. Chicago, too, conceived its program in terms of community service to business and government.[37] Marshall wanted

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[33] Ibid., p. 78 as quoted from the Announcement of The Amos Tuck School of Administration and Finance Associated with Dartmouth College for the Year 1904-1905 (Hanover, New Hampshire, 1904), p. 6.

[34] Frank C. Pierson et al., The Education of American Businessmen, A Study of University-College Programs in Business Administration (New York: McGraw-Hill Book Co., 1959), pp. 34, 42.

[35] Ibid., pp. 40-41.

[36] Wallace B. Donham, "The Graduate School of Business Administration," The Development of Harvard University Since the Inauguration of President Eliot 1869-1929, ed. Samuel Eliot Morrison (Cambridge, Mass.: Harvard University Press, 1930), XXIII, 533-542.

[37] Leon C. Marshall, "The College of Commerce and Administration of the University of Chicago", The Journal of Political Economy, XXI (February, 1913), 106.

to make more accessible to society the considerable store of information in the social sciences. He planned a program running through graduate school. It included a broad cultural foundation, a series of social science survey courses, and an undergraduate concentration in business, civic, or philanthrophic service. Only at the graduate level was complete individual specialization allowed in a particular field of business.

The Tuck School at Dartmouth represented something of a via media.[38] It provided a separate graduate school, as did Harvard, but did not require an undergraduate degree. Like Chicago, it linked the graduate program firmly to its undergraduate offerings in what was to become a five-year program (three years undergraduate, two years graduate) leading to both Bachelor's and Master's degrees. It allowed for only limited electives, even in the second year, so convinced was Tuck that today's interests bear little relationship to tomorrow's necessities. Yet the program encouraged specialization to create in students an awareness of one aspect of business in some depth. In course content the stress was on principles but shored up by sound facts and appropriate examples. It focused on the "why" rather than the "how to" but without neglecting the essential facts of business. Its fundamental aim was the development of a professional intellectual power rather than a training for specific roles in business. Harlow S. Person, an authority on scientific management, headed the Tuck School. He emphasized accounting and statistics besides scientific management and brought the school to the first rank in demanding intellectual content.[39]

The Stage of Rapid Growth of Business Schools

The years 1914-1940 saw a period of steady growth and diversification. There was a great surge of interest in the Master's degree, notably in education but prominently also in business, public health, and city planning.[40] Enrollments in business programs rose sharply to 62,000 in 1926, a six-fold increase over 1915.[41] And Marshall reported 117 new business programs in colleges or universities during the five years 1919-1924.[42] These included prestigious Columbia (1916) and Stanford (1925) with Stanford exclusively at the graduate level.

However, the craze for business education occurred before a solid academic base could be established. There was an inadequate faculty, often relying exclusively on personal experience and scattered sources of information for teaching,

[38] Harlow S. Person, "The Amos Tuck School of Dartmouth College", ibid., pp. 117-126.

[39] Pierson et al., op. cit., p. 42.

[40] Walters, op. cit., p. 21.

[41] James H. Bossard and J. Frederic Dewhurst, University Education for Business (Philadelphia: University of Pennsylvania Press, 1931), pp. 254-255.

[42] Marshall, op. cit., pp. 4-9.

even at the advanced level. Courses proliferated into scores of different business fields, and the professional quality of many of them was highly doubtful. Pierson states it well:

> The underlying difficulty was that preparation for business continued to be a diffuse, scattered subject lacking solid analytical content. The spreading out of business courses did not grow out of an evolving discipline comparable, say, to the development of chemistry or engineering. Rather, courses multiplied before a central subject matter could be developed. Under these circumstances, it is hardly surprising that the ties with other fields were of a tenuous and accidental nature.[43]

By the late 1920's, these inadequacies became intolerable. Business schools were concentrating almost exclusively on turning out managers and other business specialists. They were neglecting to function as a "community of scholars" in furthering scientific work in the fields of business. They were offering a potpourri of courses rather than a mastery of a field -- especially at the Master's level.[44] Marshall at Chicago had tried to relate business subjects to the basic fields of human knowledge, but now there grew up an emphasis on in-depth knowledge of the major functional specialties of business, viz. production, finance, and marketing. Although this development brought some order out of excessive course proliferation, departmental separation inevitably resulted and a new form of incoherence replaced the old.

One solution was to relate the functional specialties to an over-all managerial perspective. Pierson reports that Chicago and Tuck instituted cross-functional courses as a means of developing the larger viewpoint. Harvard, under Dean Donham, put its entire program on the case system to simulate the business environment and to require the student to bring to bear his knowledge of all business areas even when considering one facet of business. It proved particularly effective.[45]

Dean Donham was also conscious of the particular problems of a new profession. This concept of business as a profession, so important to the thinking of Eliot and Marshall and Person, tended to be forgotten during this period of spectacular growth and endless problems. In a prophetic speech inaugurating the George F. Baker Foundation at Harvard Business School, Donham stressed the ethical and social responsibility of the professional businessman:

> The great present test of our common humanity is whether it can keep its balance, learn how better to live together with new responsibilities, new problems, and new powers over nature in the midst of an environment whose principal characteristic is change, appallingly rapid change . . . . Since the new and changing elements are so largely business elements, this new profession faces a serious task, with time running against it as never before.[46]

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[43] Pierson et al., op. cit., p. 45.

[44] Saarsalmi, op. cit., p. 111.

[45] Pierson et al., op. cit., pp. 46-50.

[46] Wallace B. Donham, "The Emerging Profession of Business", Harvard Business Review, July, 1927, p. 402.

In 1928, the tenth annual meeting of the American Association of Collegiate Schools of Business recommended to the schools the betterment of society as one of their principal objectives. Specifically, the Association recommended that business school graduates promote more efficient production and distribution of goods and services, the elimination of economic waste, an improved utilization of industrial by-products, and a more effective employment of physical and human resources. Finally and most interesting in the light of today's developments, the Association urged the promotion of economic opportunity so as to minimize the growth of a business caste.

The Association also suggested the promotion of management as a profession by the careful development of a well-researched body of business knowledge "to solve important economic and social problems as well as to add to knowledge in the field."[47] By 1931 Bossard and Dewhurst could note that "the increasing application of science in business education has led to the development of bureaus of business or economic research, to the addition of courses dealing with the methodology of business research, and to the application of the scientific method to many of the problems of curricula and of methods of instruction."[48] These two themes of ethical purposefulness and professional competence have pervaded all subsequent developments in the business schools, although fitfully alluded to at times. By the late 1960's their successful realization was to become the mark of success at the most respected business schools.

The Effects of Depression and War on Business Schools

The crises of the Depression and World War II brought about extensive rethinking of the role of business schools. Much of the stimulus was financial, as falling enrollments forced the schools to reassess priorities. The New Deal questioned much of the philosophy underlying the conduct of business and put the schools themselves on the defensive. Business became not only more tolerant of theorizing in the schools but even began to recognize it as essential. Business and the schools developed much closer relationships as a result. Among the important effects was a heightened interest in current problems in the actual world of business, the use of current data and research results in the classroom -- much of it gleaned from the faculty's own investigations, a growing pragmatism and questioning attitude by both students and faculty and, nevertheless, a long-run perspective rather than an exclusive emphasis on immediate problems. The emphasis on realism and practicality reached its peak during World War II when specialized training programs for the Government and the Military monopolized the resources of the schools. This tended to carry over into the immediate post-war period as the influx of veterans demanded accommodation.

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[47] Saarsalmi, op. cit., p. 115.

[48] Bossard and Dewhurst, op. cit., p. 477.

THE POST-WAR PERIOD — A NEW ERA OF GROWING RECOGNITION

But by the 1950's there were sharp questions raised about the nature of business education. Business schools now had prominent places at most public universities and at the more prestigious private ones as well. Their facilities were commodious. Their programs were expanding at both the Master's and Doctor's level in such fields as human relations, managerial economics, market research, and forecasting, in addition to core programs in accounting, economics, finance, management, marketing, production, statistics, and business law. Several of the programs emphasized either research, mathematical and statistical analysis, or the application of psychology and sociology to the solution of business problems.

Graduate business programs also shared in the great post-war recognition of graduate education's role in the nation's economic, cultural, and scientific growth. The crucial factor in this recognition was the "meteoric rise of science" and the special demands it made on higher education.[49] Yet the graduate school, too, had its critics. In the business area there dawned a realization, gained from experiences in business and war, that perspective was the essential ingredient of the successful man. A renewed interest developed in general education, not only as preparation for later specialization on the undergraduate level but also in relation to graduate school work. By the late 1950's, there was general agreement that preparation for business should include general education, professional business fundamentals, and specialized aspects of business. Nevertheless, great debate arose as to the proper relationship of one aspect to the other and, beyond that, as to how effective were the business schools in doing their job.

The Landmark Ford and Carnegie Reports

After more than a half-century of growth and development, the business schools by 1960 were ready for a hard self-analysis and this they got through the milestone Gordon-Howell (Ford Foundation) and Pierson (Carnegie) reports.

In 1958, the year before the Ford and Carnegie reports, business executives themselves had taken a look at business education. They concluded that "the main goal of a business education should be the development of an individual with broad training in both the humanities and principles of business, capable of independent, imaginative, and constructive thought."[50] And the Ford Foundation report criticized the business schools for failing to do just that: "They search for academic respectability while most of them engage in unrespectable vocational training. They seek to be professional schools while expressing doubt that the occupations for which they prepare students can rightfully be called a profession."[51] Yet, the

[49] Walters, op. cit., p. 28.

[50] Business Executive Research Committee, Business Looks at Business Education (Chapel Hill, North Carolina: University of North Carolina, School of Business Administration, 1958), p. 6.

[51] Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959), p. 4.

reports assert, it is the very professionalization of management that has created the need for business education at the university level. The managerial revolution requires sophisticated management techniques rather than the shrewd aggression of earlier times. Growth creates organizational problems and the need for greater coordination and planning. Highly specialized and dynamic technologies require informed and adaptive managers, schooled both in a scientific attitude and in the requirements of individual specialties. At the same time managers must bring to the complexities of their tasks skill in human relations and a broad awareness of the larger environment within which business operates.[52]

Gordon and Howell clearly favored the oldest form of business school, the strictly graduate MBA program with no undergraduate study in business presumed. There are two models of this approach: (1) the Harvard-Stanford emphasis on clinical and managerial problems or a concentration on the firm's external activities in a broader setting; and (2) the Chicago-Columbia analytical approach where the student specializes in a field of study and learns how a firm reacts to certain specific business situations. The report considers a one-year MBA program unsatisfactory and advocates a two-year program, even if this is offered according to the Dartmouth model of three years undergraduate followed by two years of graduate work. This two-year program should have three main features:

(1) It should offer broad courses such as administration, human relations, managerial economics, accounting, and statistics.

(2) It should allow for individual specialization or individual broadening.

(3) It should specify the most desirable undergraduate program.[53]

The authors advocated the MBA as a frankly professional degree which presumes little or no previous course preparation. Basic work would be built around solid requirements in accounting, statistics, economics, and human behavior while all the graduate work would be set in the business environment, answering two essential questions: (1) how does business interact with other institutions; and (2) what is business' responsibility to society as a whole?[54]

The Carnegie Study (Pierson et al.) was underway at the same time as the Ford Study (Gordon & Howell). The Pierson report agreed with Gordon-Howell that specialization should be delayed until the graduate level where it would become "an altogether proper objective of graduate business work, especially if the student already has a broad undergraduate preparation."[55] Yet the report warns against letting specialization dominate the work of students and faculty at the expense of other important aspects of career preparation. It proposes to integrate specialty

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[52] Ibid., pp. 11-19.

[53] Ibid., pp. 129-134.

[54] Ibid., pp. 248-285.

[55] Pierson et al., op. cit., pp. 155, 234.

preparation with research and traditional functional subjects (marketing, personnel, finance, production) as the proper aim of any MBA program.[56] Two years is the ideal length and the program should have five main parts:

(1) The contributions of quantitative methods to management (accounting, statistics, and applied mathematics).

(2) The contributions of economics, psychology-sociology, and law to management (theory of the firm, theory of the economy, individual and group behavior, legal institutions and public policy).

(3) The contributions of these disciplines to the principal business functions (finance, marketing, personnel, production) and to policy-making for the firm (business policy).

(4) Choice of one area of management for special study (not exceeding three or four semester courses beyond the basic course level).

(5) Choice of free electives inside or outside the business school.

The first two parts emphasize analysis and the use of analytical tools in resolving major issues of business policy; parts three and four shift emphasis to problems of application; part five provides scope for matters of personal interest. The authors describe their intentions in constructing this program of studies:

> At every step, specific issues would be related to the over-all administration of the firm, with the final course or seminar in business policy addressed solely to the "internal-external" coordinating function of top management. Inevitably, there would be a considerable amount of systematic reading and exposition in some of the work, the extent depending on the background and ability of the students; but in the greatest measure possible they would be obliged to work through questions independently, thus assuming responsibility for their own education.[57]

The Gordon-Howell and Pierson studies were concerned about bringing some order to the great divergence in educational content and method in the business schools. They urged a professional education for business at the graduate school with a broad liberal arts undergraduate background. The effects of the two reports were profound. The first effect was to arouse vigorous discussion of business education among business educators. The second effect was on the schools themselves which, over the following decade, were to adopt much of the design suggested by the two reports. As educators thought about what business schools should be, they grappled with several questions:

(1) Is there an essential difference between the entrepreneur and the manager? J. B. Hutchins pointed to the German example where the entrepreneur received a liberal education and the administrator a managerial education for his salaried office-holder status.[58] But the Ford and Carnegie reports seemed to advocate both forms of education for the American manager to assure his full professional development.

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[56] Ibid., p. 240.

[57] Ibid., pp. 249-250.

[58] J. B. Hutchins, "Education for Business Administration" (Highlights of Ford and Carnegie Studies), Administrative Science Quarterly, V (September, 1960), 280-291.

(2) Are there basic differences in the quality and types of students attending business schools from those attending other schools? Dr. John Fielden (who later became Dean of Boston University's Business School) conceded that business has had a lesser reputation than "more lofty" studies and has tended to attract students of poorer cultural background. He criticized Ford and Carnegie for failing to differentiate sufficiently among the various business schools.[59] Yet to the extent the charge is true it confirms the importance of the Ford-Carnegie insistence on a strong liberal arts background for professional business education.

(3) What is the place of research in a professional business school? David Moore of Michigan State University remarked that the real problem for a business curriculum is not what to include but how to limit what are almost limitless candidates for inclusion in a business curriculum. The faculty is the real key to the integration of the scholarly approach into the normal climate of the business schools through their teaching and research. This integration will have salutary effects on curricula, the interest of professors, and required preparatory work.[60]

(4) Is there a single "ideal" program for the business student's professional preparation? Dean James W. Culliton of Notre Dame advised each school to set its own goals based on its available resources in terms of students and faculty, their interests, backgrounds and particular goals. But Dean John W. Ashton of Indiana University Graduate School felt that graduate schools should take the initiative in developing their advanced students through challenging academic work, stimulating programs, and special seminars and honors courses.[61]

The many discussions and conferences effected many modifications of the Ford-Carnegie design in accordance with the particular insights of individual schools and knowledgeable business educators. Nonetheless, the Ford and Carnegie reports soon had important effects on the business schools. Harvard, for example, completed a study of its own MBA in 1961.[62] In fact, its existing program did not diverge significantly from the recommended format of the two reports. However, the Harvard study committee reiterated the essentially professional nature of its MBA program. It decided to specify more clearly the desired undergraduate backgrounds of its students, viz. in liberal arts, English, or science, rather than in business administration. It instituted a three-semester structure to allow more concentration along less varied lines while allowing more flexibility in the structure itself.[63] The committee criticized the isolated nature of most courses and the lack

[59] John S. Fielden, "Business Education (Thinking Ahead)", Harvard Business Review, Vol. 27, No. 6 (November-December, 1959), 35 ff.

[60] Business Administration Conference on the Ford and Carnegie Foundation Reports, Michigan State University, March 11-12, 1960. Proceedings (East Lansing, Michigan: Michigan State University, 1960), pp. 2-5.

[61] Conference on Graduate Study in Business Economics, 10th, 1963 (Bloomington, Indiana: Indiana University, 1963), pp. 11-14, 18-20.

[62] Planning for Change. A Report of the MBA Study Committee (Boston: Harvard University, Graduate School of Business Administration, September, 1961).

[63] Ibid., pp. 5-10.

of integrated areas of concentration. At the same time, it confirmed the need for electives, both to stimulate student interest and to cultivate faculty creativeness. In planning the curriculum it urged consideration both of student motivation and the enhancement of a broad faculty view rather than narrow specialization.[64] Finally, it proposed realignment of course work so as to stress in the first year the basic concepts and knowledge necessary to understand business with later courses organized around business processes rather than departments or organizations.[65]

THE DEVELOPMENT OF NORTHEASTERN UNIVERSITY'S MBA PROGRAM

The effect of the Ford and Carnegie reports on Northeastern University's MBA program was considerably more pronounced than at Harvard. The Northeastern program had entirely different origins than the classic Harvard MBA program founded at the turn of the century. The Northeastern program began in 1951-1952 as an outgrowth of its evening undergraduate business division.[66] It also had a continuing education motif of service to the community. Courses were open both to degree candidates and to "special students" enrolling in one or more individual courses. The "special student" category included those whose career achievement was judged as suitable substitute for the usual Bachelor's degree requirement. There were extensive undergraduate course prerequisites for MBA degree candidates, but MBA graduate work itself consisted of 30 semester hours of courses in almost any combination plus a thesis and an oral thesis examination. During this early stage the Northeastern program was passing through its own version of the evolutionary developments common to the older schools in the years following World War I until the Depression. Courses were not integrated and tended to proliferate; the faculty was largely part-time; admission standards were so general as to be almost undefined; there was heavy reliance on the business community's preferences in determining course content which led to an extremely practical orientation.

By the 1960-1961 academic year there were already significant changes. The emphasis on continuing education for employed businessmen continued and 30 semester hours of graduate work were still required but no thesis. However, during this second stage of Northeastern's development there was recognition of Business Administration as an interrelationship of many specialized skills and 20 prescribed course hours were required in the major functional areas of business. It then became possible to concentrate in one area of business, although this was optional. Admission standards were more clearly defined; the "special student" category no longer existed; the Admission Test for Graduate Study in Business was sometimes

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[64] Ibid., pp. 28-41.

[65] Ibid., pp. 13-14.

[66] Announcement of the Graduate Division of the School of Business 1951-1952 (Boston: The Graduate School of Business, Northeastern University, 1951), pp. 7-10.

required in doubtful cases; and every candidate had to be interviewed. Finally, there was less reliance on a part-time faculty and greater stress on their academic as well as their experiential qualifications.[67]

In the years since the Ford and Carnegie reports, Northeastern's MBA has been transformed even further. The 1965-1966 announcement defined the professional objective of the school very precisely as "to develop as business administrators men and women who are practicing business administration in various public and private organizations. The program is broad in concept and is aimed at preparing the student for a career in business administration rather than for a particular position."[68] Basic administrative skills and knowledge rather than functional technique now had the emphasis. The Harvard case system began to dominate as the MBA program emphasized analysis and decisionmaking as well as increased knowledge and good judgment. Previous academic performance acquired increasing importance, although the Northeastern MBA program has never placed the emphasis on a liberal arts background that the Ford and Carnegie reports suggested. But it has continued to put value on practical work experience in addition to academic quality, something Ford and Carnegie hoped for though somewhat wistfully. Admissions standards are tighter. The Admissions Test is now required of all and scores have averaged 525 during the years 1965-69 which is at the 65 percentile of national attainment. At the same time, the faculty teaching in the graduate program is almost all full-time and 75% have Doctoral qualifications. The MBA program at Northeastern University has, in the twenty years since 1950, passed rapidly through the various developmental stages experienced by the older schools. It has become a mainline program while retaining its own original emphasis on the mature continuing student and service to a large urban community.

The MBA Today

Indeed, MBA programs throughout the nation have themselves passed rapidly through developmental cycles to a general acceptance in the business community as desirable professional background. In a 1969 study of reactions by chief executives of the Fortune 500 companies, Associate Dean James W. Kelley of Boston University's College of Business found that a heavy percentage of executives thought that MBA programs had higher admissions standards (84%) and were more demanding in their curricula (63%) than undergraduate business schools. The preponderant majority preferred four years of liberal arts plus two years of business school training as the most preferable background for business.[69] But few thought that the knowledge gained in MBA programs was superior to the experience gained in business.

[67] Graduate School of Business Administration Bulletin 1960-1961. Boston: The Graduate School of Business, Northeastern University, 1960.

[68] Graduate School of Business Administration Bulletin 1965-1966. Boston: The Graduate School of Business, Northeastern University, 1965.

[69] James W. Kelley, A Study of Management Attitudes toward Business School Graduates (Boston: Boston University, College of Business Administration, 1969), pp. 5-6, 10.

What remains most elusive is the precise advantage of the MBA education to the graduate and to his employer. The Kelley study also reported that business enterprises prefer the MBA graduate because he has undergone further screening for his intelligence and maturity and, in addition, is more committed to business.[70] This confirms the conclusions of Zalaznick in his 1968 Fortune study that, despite highly respectable content, sophisticated research, and advanced statistical, mathematical, and psychological concepts used in the business schools, the major reason for corporate recruitment among the 15,000 Master's recipients annually is student motivation and commitment to business.[71] Yet this seems too cynical. Even Zalaznick quotes Herbert Simon of Carnegie-Mellon University that "the tremendous growth in our productivity could not have occurred without industry's getting from the schools, a large number of talented people."[72] He also concedes that some of the business schools, at least, have become homes for powerful scholars in innovative, imaginative programs. The candidates themselves have an obvious hunger for what the schools offer and not simply for the higher salaries and promotional opportunities afforded by the MBA degree.

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[70] Ibid., p. 15.

[71] Sheldon Zalaznick, "The MBA, the Man, the Myth, and the Method," Fortune LXXVII, No. 5 (May, 1968), p. 171.

[72] Ibid., p. 200.

CHAPTER III

Executive Development Programs in U.S. Higher Education

SUMMARY

University executive development programs have their origins in both higher education for business and higher adult education. Both movements, in turn, go back into the nineteenth century when rapid changes in American society and the need for practical solutions to problems demanded new approaches to education. In the 1930's business began to recognize the value of formal education in meeting its own special objectives. There developed closer cooperation between business and business schools. At the same time, firms began to design formal internal training programs. At first these were highly practical courses in on-the-job training, but they later expanded to more general educational programs with broadness of scope and carefully formulated objectives. Industry was then ready for outside educational exposure, especially in university executive development programs.

The University programs incorporate the principles of adult education which had approached maturity by the late 1940's and 1950's. Pioneers such as John Vincent and Edward L. Thorndike had shown how adults could both benefit from advanced education and could themselves make a unique contribution to the learning climate. Brooklyn College contributed an organized experiment in higher liberal education for adults which confirmed many of the principles espoused by earlier adult educators. Many of the practical results of the Brooklyn College experiment coalesce remarkably well with experience in university executive programs.

At the same time that adult education was reaching its maturity, higher education for business was also coming of age. Executive programs had their greatest growth during the 1950's when graduate business education was developing quickly to the point of overwhelming acceptance by business that was reached in the 1960's. Society was changing rapidly during the post-World War II period and so were industry and management under the fast pace of technological and informational advance. Industry increasingly recognized the need to update its managers and to widen their perspectives as they approached middle life. The shorter, non-credit executive programs, outgrowths of a wartime version at Harvard, seemed to meet the need for sophisticated, adult-level business education geared to the needs of executives and their organizations. The programs are intensive and practical. They relate theory to practice by integrating formal classroom work with the valuable experiences brought to the programs by mature managers. Yet they provide the radically different atmosphere for "unfreezing" which, according to psychologist Edgar Schein, is necessary for managerial self-assessment and determination of future goals.

Kenneth Andrews had predicted back in 1959 that executive programs would prove "an educational experience unique in the history of education." His own later studies of participant reactions to executive programs tend to confirm his earlier expectations. Certainly the continuing and growing use of executive programs by pragmatic business firms would suggest the validity of his findings.

The founders of the graduate business schools never envisioned the MBA program as professional training for mature, experienced managers even though increasing numbers of older executives are now working for MBA degrees. But the university executive development programs were specifically intended for the special needs of mature executives.

Professor Harry Levinson of the Harvard Graduate School of Business describes the problems of middle life that face both the executive and his organization:

> Middle age is the vast gulf between 35 and the time when every man comes to terms with his own fate. It's the time of the greatest expansion of the human personality, when the mature adult is in the widest possible contact with his environment.
>
> But it is also a time when several things happen. He's psychologically aging, and realizes he's no longer as competent and powerful physically as he used to be.
>
> . . . . . .
>
> As this stage of life comes along, they [executives] increasingly must give up on the individual competition. They invest themselves in the development of other people and . . . with evolving a new sense of purpose about living.[1]

THE SPECIAL NEEDS OF MATURE EXECUTIVES

Levinson stresses how important it is for business organizations to conserve their human resources by working with executives facing the problems of this life stage. Yet Powell points out that as an educational task the focus must be on helping the individual determine the personal and social meaning of his labors. "If he cannot respect his job, respect himself in it, a large share of his total identity is left hostile to the rest of it. And if he does not understand it, he cannot know whether to respect it."[2]

Levinson's choice of age 35 is not simply a convenience. By then a man has had experience and responsibility in a situation which is well-defined and he has formulated at least some phases of self-knowledge as guides to his future actions.[3] He is essentially "task oriented". He wants immediate resolution of problems he is currently facing, although such resolution can encompass implications for the future as well. The problems of making a living dominate the social institutions of the American culture and determine the form and emphasis of American education. Occupation and income also determine in great part social status, so that education for

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[1] "Executives Confront Middle Age Problems", Boston University Alumni News, College of Business Administration, Vol. 4, No. 11 (July 8, 1969), 4.

[2] John Walker Powell, Learning Comes of Age (New York: Association Press, 1956), p. 137.

[3] Ibid., p. 17.

occupation becomes automatically education for the larger society and social roles within that society. It is thus not surprising that rapidity of technological change imposes constant strain not only on the individuals who have to cope with it but also on their organizations as well as on the general society of which they both are part. Education for adults, then, is a task of re-socializing those who are undergoing sugnificant changes. Technological change makes skills obsolete but, more than that, it affects fundamental human relationships and often upsets social and economic stability.

Adult Education for Executives in Transition

Whereas adult education is almost superfluous in a static society, it becomes crucial to a dynamic, modern society characterized by research and the application of the scientific method to more and more phases of human activities, the explosion of new knowledge and its influence for change, the primary importance of organizations of increasing complexity, and the central role of the individual in a highly impersonal world. The proliferation in the United States during this century of adult education programs of all types -- but largely vocational and professional-- is confirmation of their perceived importance in a nation which has made education fit the national needs.[4]

Industry's Use of Adult Education

Industry began to broaden its role in the continuing education of its workers during the 1920's. Although on-the-job training received the principal emphasis, little development occurred during the depressed 1930's as business concentrated on survival rather than on innovation. World War II saw a burgeoning of industrial expansion which continued apace after the war. With continuing expansion came several new requirements by industry. Automation and mechanization brought the need for greater and more varied skills; executive and managerial talent was insufficient for the rapidly expanding needs of industry; behavioral concepts assumed increasing importance in organizations while "human relations" skills were largely lacking; and the very tempo and scope of industrial development required approaches to problems of size and complexity outside the experience and background of responsible managers.[5] In meeting these needs industry first concentrated on the training of line personnel as part of normal production operations. As the scope of instruction extended beyond the concept of on-the-job training, separate staff departments arose to serve entire departments, divisions, or the company itself. Individual courses increasingly gave way to integrated programs with systematic courses of study and carefully defined objectives, either technical for the specialist or generally developmental for the supervisor or manager.

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[4]Wilbur C. Hallenbeck, "The Role of Adult Education in Society", ibid., Chapter 1.

[5]Malcolm S. Knowles, The Adult Education Movement in the United States (New York: Holt, Rinehart and Winston, Inc., 1962), pp. 79-80.

Adult and Higher Education Linked in Maturity

It is interesting, too, that the maturity of the adult education movement coincided with the maturity and increasing acceptance of higher education. This was manifested in the Report of the President's Commission on Higher Education in 1947. It noted that continuing education takes place through many and varied agencies, "but the colleges and universities are the best equipped of all the agencies ... to undertake the major part of the job ... they should elevate adult education to a position of equal importance with any other of their functions."[6] The Commission urged the colleges not to be "campus-bound", either in a literal sense of physical location or in a procedural sense of course structure and methodology. It criticized the university for a narrow view of its role in a democratic society and pointed to the flexibility and speed with which the military services had devised new and effective approaches to training during the war. Finally, it warned that "higher education will not play its social role in American democracy and in international affairs successfully unless it assumes the responsibility for a program of adult education reaching far beyond the campus and the classroom."[7]

Early Roots in Higher Education

The Commission was actually recalling adult education to its proper moorings in the colleges and universities. Chautauqua, after all, began in 1874 as a sort of residential summer normal school for religious education and soon broadened into other fields.[8] It was the same period that saw the rise of graduate education and higher education for business as reflections of the special requirements of democracy and spreading industrialism. William Rainey Harper of Chicago and George Vincent of Minnesota had had experience at Chautauqua and other leaders of higher education in that era -- Gilman of Johns Hopkins, Van Hise of Wisconsin, and Jordan of California -- led various movements to bring higher education to the people, largely through the extension concept.[9] Both Chautauqua and the various university extension approaches rested more on the Jacksonian idea of mass democracy than on the Jeffersonian concept of elitism in higher education. John Vincent proclaimed the special mission of Chautauqua to college graduates:

> . . . it enters protest against the suspension of intellectual effort when the compulsory regime of the recitation-room has been remitted. . . . Intellectual activity must be continuous in order to promote intellectual health and efficiency. . . .

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[6] President's Commission on Higher Education, "Adult Education: Whose Responsibility", American Ideas About Adult Education, 1710-1951, ed. C. Hartley Grattan (New York: Teachers College, Columbia University, 1959), pp. 129-33.

[7] Ibid., p. 135.

[8] John H. Vincent, "The Rationale of the Chautauqua Movement", ibid., pp. 62-74.

[9] C. Hartley Grattan, In Quest of Knowledge (New York: Association Press, 1955), p. 184.

> Chautauqua . . . suggests a plan by which college prestige and power may be used in helping . . . eager minds who need direction and encouragement. . . .
>
> . . . . . .
>
> The whole of life is a school, with educating agencies and influences all the while at work, from the earliest moment to the day of death. These agencies and influences should be wisely and continuously applied by and in behalf of each individual, through life, according to circumstances, capacities, and conditions.[10]

Leisure and the Growth of Adult Education

We have seen that industry was becoming one agency to follow John Vincent's prescription of applying its resources for the benefit of individuals in its employ "according to circumstances, capacities, and conditions". We shall see, too, that colleges and universities would respond imaginatively to the urgings of the President's Commission on Higher Education, although certain of the business schools had anticipated the Commission by many years. However, there was one new element on the post-World War II scene that made possible these new directions by industry and the universities. This new factor was the growing amount of leisure available to the American people through shorter work-weeks and longer vacations. Even on-the-job educational programs require leisure in the sense of adequate instructional time and lack of competitive distractions. Mass leisure is certainly a recent phenomenon and this alone accounts for the startling growth of adult education in this century. Plato and Socrates were adult educators of the Athenian elite and the beginnings of American adult education took place in a period -- the nineteenth century -- when leisure belonged only to the upper class. As leisure spread, so did adult education.

Effects of Rapid Changes in Society

Chapter II suggested how the post-war period made new demands on higher education and how higher education strained to meet those demands, especially at the graduate level. As the nation experienced rapid growth economically, culturally, and scientifically, education was expected to have a much more central part in fostering and channeling this growth. At the same time there was both a renewed interest in general education, to give the student perspective, and a larger view of education as encompassing experience as well as formal classroom study. The older extension idea did not really solve the problem of integrating a student's practical insights with more traditional academic learning. Extension often seemed to be daytime course work repeated some other time or some other place. Dyer suggests that many day faculties are suspicious of educating adults and adapting special programs for them. Faculties seem more willing to allow experimentation with non-credit adult courses. Most of the university executive development programs took the non-credit route, even though they are at the graduate level.

[10] Vincent, op. cit., pp. 65, 72-73.

An Experiment at Brooklyn College

Brooklyn College is the classic example of a day, liberal-arts college where the faculty chose the direct route of designing a credit program specifically for experienced adults, recognizing their practical backgrounds.[11] The Brooklyn College design has interesting parallels to the executive programs, most of which were beginning at about this same time -- the 1950's.

After much forethought and some initial experimentation, the College settled on the following criteria for student admission:

1. Age preferably over 30.
2. Rich life experience or informal academic preparation.
3. Seriousness of motivation.
4. Academic potential and intellectual acuity.
5. Preferably no advanced standing.
6. Stability of personality.
7. Ability to pay fees.

Similarities to Executive Programs

The faculty advisory committee believed that adult students had already attained a high degree of personal and social maturity and presumed that experience would substitute for certain prescribed liberal arts courses. This last presumption did not prove entirely satisfactory since it was an attempt to equate diverse experience with liberal arts course work. Even where adult students showed a firm practical grasp of economics or sociology, there were gaps in their knowledge to be filled in the classroom. In addition, experience alone often required a theoretical underpinning. Brooklyn College discovered the value of independent study outside of class combined with more participation in class. And executive programs also were to emphasize the pooling of backgrounds and the exchange of viewpoints and experiences as important elements in their special approach to learning. Brooklyn College devised the group meeting or workshop for analysis and exchange of views. The executive programs did likewise, either through the classic case system of the Harvard Business School or, as at Northeastern University, through a careful structuring of study groups to include a balanced membership from the several business disciplines of accounting, finance, marketing, production, etc. Brooklyn College found the high degree of adult motivation an invaluable aid in structuring its unorthodox approach to liberal arts credit work. Its adult students were less concerned with credit as such and more interested in the quality and depth of their learning. In the executive programs, too, participants are "in a hurry" but in a hurry for learning that will serve their perceived needs for their future careers.[12]

[11] Ellsworth Missall and Bernard H. Stern, Adult Experience and College Degrees (Cleveland: The Press of Western Reserve University, 1960).

[12] The author's four-years experience in the Northeastern University executive program confirms the findings of Kenneth R. Andrews, The Effectiveness of University Management Development Programs (Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1966), pp. 50-70.

Such other devices at Brooklyn College as professional demonstrations (e.g. by artists) and panel discussions have their parallels in executive programs, especially through visiting corporate executives who present their personal and corporate experiences.

Missall offers some general implications, gleaned from Brooklyn College's Experimental Degree Project, of direct pertinence to the design and experience of university executive programs:

> 1. In a class of adults, there is a heightened sensitivity of students and instructors to one another. This is due to the pervasiveness of the adult's presence, values, and interests.
>
> 2. The role of experience is central for the adult. It has guided his accomplishment to date and made him what he is. In an educational process he will weigh his past against the change that the educational process is suggesting to him.
>
> 3. Interrelationships are very important to the adult. Facts are important insofar as they lead to insights and only secondarily for their own sake. "Meaning dominates substance in the quest for understanding in a responsible, colleague-centered environment."[13]
>
> 4. The adult student is mature and responsible. He forms ready and friendly relationships but focused on the work at hand. He combines a superior level of sustained intellectual concentration with perspective and balanced insights.
>
> 5. Adult teaching requires unusual excellence because of the quality of the students, their high motivation, and, perhaps most important, their frequent insecurity and need for reassurance in a classroom situation.

Thorndike Re-Affirmed

The Brooklyn College trial confirmed substantially the recommendations of Edward L. Thorndike back in 1928. His experiments had led him to the conclusion that "adults seem eminently plastic and teachable in every mental function that was examined . . . the differences between old and young in rate of learning are small in comparison with the differences within either group."[14] Thorndike cautioned against excessive concentration of learning in the youthful years. He feared to deprive the young of "the satisfaction and instruction which comes from doing something well, measuring up to standard in some respect, accomplishing something in such a way as to earn their own self-respect." He proposed adding on years of schooling in later years rather than indefinitely after high school. Peter Drucker has recently echoed this same sentiment with specific reference to management education. The most general subjects, he says, make more sense in the context of adult experience and adult education. He thinks that the American educational process is conducted largely in reverse; general education comes first and then specialized knowledge.[15]

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[13] Missall and Stern, op. cit., p. 231.

[14] Edward L. Thorndike, et al., Adult Learning (New York: Macmillan Company, 1928), pp. 15, 31.

[15] Peter F. Drucker, The Age of Discontinuity (New York: Harper & Row, Publishers, 1969), pp. 317-25.

Thorndike saw other advantages of an education delayed until the later years.[16] The abilities and interests of students would be better developed and, therefore, better identified. Thus, a better selection of content would be possible and a more appropriate arrangement and sequence of learning devised. The "teachable moment" would be more readily captured as education would relate to the students' current problems and needs.

Adults and the Learning Process

A later psychologist, Kidd, also emphasizes the significance of the "teachable moment" for adult learning.[17] This, in turn, is related to the importance of time to the adult. He has less of it than a young person; when he assigns some of it to his education it is more in the nature of an investment that must promise a significant return to be attractive. It is also a measure of his greater autonomy, self-control, and responsibility that the adult becomes directly involved in deciding what is most important to him at a particular time in terms both of his many and diverse past experiences and his perceived future needs. Kidd sees various adult feelings as influencing the learning process. His emotions -- love, rage, and fear -- are fully developed, with the pain of past educational experience often very intense. At the same time, his level of aspiration is also very high with respect to what Kidd calls the "four aspects of self" -- what he does, what he thinks of himself, how others see him, and his "ideal self".[18] Depending on his background and experience, he may have climbed the Maslovian hierarchical ladder to a rung where he obtains significant satisfactions from the teacher, fellow students, and subject matter in any learning situation.

> When people become involved, they become concerned; and concerned persons are more apt learners. . . . Programs . . . must be adjusted to the learners, to the problems they need solved, to the situations confronting them.[19]

Brooklyn College incorporated most of these goals in its experimental programs, and so have the university executive programs.

UNIVERSITY EXECUTIVE PROGRAMS

Early Expectations

In 1959, Kenneth R. Andrews of the Harvard Business School analyzed university executive programs, as part of the milestone Carnegie report on business education.[20] This was before his own full-scale study of executive programs which was not to be released until 1966, and at the end of the period of the 1950's which saw

[16] Edward L. Thorndike, Adult Learning (New York: MacMillan Company, 1928), pp. 190-91.

[17] J. Roby Kidd, How Adults Learn (New York: Association Press, 1959), p.47.

[18] Ibid., pp. 97-104.

[19] Paul Bergerin, A Philosophy for Adult Education (New York: The Seabury Press, 1967), pp. 136, 149.

[20] Frank C. Pierson, et al., The Education of American Businessmen (New York: McGraw Hill Book Company, Inc., 1959), pp. 578-608.

the birth and growth of most of the programs.[21] His preliminary research led him to the dramatic possibility that here was "an educational experience unique in the history of education which cannot be achieved with men of little experience."[22] He confirmed the Brooklyn College findings that experience stimulates the learning process so that when "properly led by adequate faculty . . . executives can learn more in a shorter period of time, keenly interested as they are in their association with fully developed colleagues and in the problems put before them."[23] This, he thought was possible because the programs incorporated breadth to supplement "confining functional experience, with provocative subject matter leading to a break out from previous narrowness", and because they directly capitalized on the experience, interest, and good will of the participants. Like Thorndike and Drucker, too, he foresaw the advantages of a delayed professional education, with all their implications for traditional graduate and undergraduate offerings. He thus raised the possibility of centering professional business education around adult learning rather than around long-standing programs for youth.

Executive Programs Described

What are executive development programs? We have already described the meteoric growth of both adult education and higher education for business during this century. And executive programs have roots firmly in both movements. Adult business education has taken many forms, including evening and extension courses, special seminars and workshops, business conferences and institutes, and, of course, executive development programs. A main-line executive program has several distinguishing features:

1. It is offered by a recognized college or university, mainly in the United States.

2. It is in-residence, requiring full-time participation and study.

3. It gives broad-coverage, general management material to middle- and/or senior-level managers.

4. It draws participants from a wide spectrum of industries, companies, functional specialties, and educational backgrounds.

5. It is offered at least once a year on a non-credit basis.

6. It varies in length from two weeks to sixteen weeks, although those programs under five weeks tend to emphasize specialized topics rather than the full range of graduate business subjects. Most programs are sequential in format, although some use an alternating sequence. Northeastern University's program, for example, spaces its six-weeks program over five months on a 2 (weeks) -1-1-1-1 sequence with three-week intervals.

7. Employing organizations select participants for executive programs, subject to university acceptance. The company typically

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[21] Andrews, op. cit.

[22] Pierson, et al., op. cit., p. 593.

[23] Ibid.

both pays the expenses of attendance and continues the student's regular salary during the period of enrollment.

This last criterion is particularly significant; it means that the programs are really under the joint sponsorship of universities and business. In this sense business uses adult education as a means of attaining more basic purposes for the man and for the business institution. The programs are capstones of those integrated and systematic courses of study, as described by Knowles above, that have carefully defined objectives for the generalist manager or for the technical specialist who is to become a generalist.

Objectives of Executive Programs

What are these objectives? The National Industrial Conference Board surveyed thirty-five corporate users of executive programs and found five major reasons for their use:

1. To broaden the manager's vision and understanding as preparation for additional responsibility.

2. To provide the executive with the latest information on business theory and practice.

3. To stimulate a more creative and innovative approach to problem solving and decision making.

4. To give him the opportunity to discuss ideas and problems with other businessmen.

5. To allow the manager to reflect upon and assess his career development and work role.[24]

These objectives are consistent with the growing need for the professional manager in today's corporate organizations. The universities, of course, recognized this need in the early years of this century when schools of business began forming on university campuses. And business and the business schools established increasingly close relationships in the 1930's when both were forced to question their purposes and roles in society. The result of this was a tendency towards mutual assessment of educational requirements and close relationships when establishing programs in business education. This is nowhere more evident than in executive programs where design of programs by universities and the objectives set by corporate sponsors coalesce remarkably well. When the National Industrial Conference Board analyzed forty-five executive programs, it concluded that university aims were entirely consistent with the corporate aims stated above. However, the universities placed more stress on their special resources for providing both a broadness of view and a theoretical foundation for the professional study of business. "In general, the executive is urged to look beyond his daily activities and to think in an ever enlarging way about self-development, management, the company, the industry, the national economy, society, and world problems."[25] The executive program taps the

[24]Don R. Sheriff and Jude P. West, Executive Development Programs in Universities, Studies in Personnel Policy, No. 215 (New York: National Industrial Conference Board, 1969), pp. i-iv, 1-3.

[25]Sheriff and West, ibid., pp. 3-4.

resources of the university business school, using largely business-school faculty. It is also often located on the university campus. Chapter I outlined how an executive program can encompass the full scope of graduate business offerings, including functional management, policy and planning, management of human relations, measurement and control, and the business environment. The shorter programs, of course, select from among these topics, depending on the amount of time available.

Attendees and Admission Requirements

Admission criteria are quite similar to those arrived at independently by the Brooklyn College experimental adult program. The programs admit mature men who already have had a rich mix of experience within their companies; who have serious motivation, usually because they are on-the-rise within their firms and desire further academic preparation for their futures; and who show sufficient stability of personality and intellectual competence to do the work of the program. Expenses, of course, are no problem because of company sponsorship. Admissions judgments reflect company recommendation as well as a screening by a university admissions committee. Most applicants meet acceptable standards -- especially when the program directors and their company equivalents have carefully discussed university admission standards and desirable qualifications of applicants.

Faculty as Key to Success

The faculty is the key element in the success of an executive program. Excellence in subject area and effective teaching ability are not enough. Faculty must be able to relate well with mature, experienced executives who are themselves experts in their own fields of management. This usually requires that an instructor have extensive business and consulting experience in addition to conventional academic credentials if he is to earn the respect of the participants. Business experience is also a significant, although somewhat subtle, factor in an instructor's ability to motivate and work with mature, adult businessmen.

The instructor determines the tenor of his relationship with the class. He has the advantages of small class size and informal social contacts over dinner and at other after-hours occasions to develop rapport and to learn of the strengths and needs of the students. In turn, however, he is himself under close scrutiny for the level of his professional knowledge, the competence of his teaching, and the significance of his insights. The instructional approach will vary with the material covered and the preferences of the instructor ranging from traditional lecture or case discussion to more recent computer simulation exercises or sensitivity training. But, whatever the approach, participation of the students is central to the success of the teaching/learning situation. This is especially so since classroom work is lengthy, often extending far into the evening hours.

Origins of Executive Programs

War Production Course at Harvard

How did university executive programs arise? The nearly fifty programs now in existence seem to be direct descendents of a special war-time course at the Harvard Business School under the sponsorship of the U.S. Office of Education. The course lasted fifteen weeks for men over thirty-five years old whose civilian careers were in finance, sales, law, or other non-manufacturing fields. It had the specific purpose of converting peacetime skills to war production applications. Some of the participants were also preparing to assume higher responsibilities in their companies and the number in this category became dominant by the end of the war. After the war business requested a continuation of the course. In September, 1945 it took the form of the Advanced Management Program for senior executives with a Middle Management Program added in February of 1954. The 1950's were the years of great growth of executive programs at other universities throughout the country, following, basically, the Harvard pattern. Thirty-five university programs began during that period.

Special Harvard Courses in the Late 1920's

In a broader sense, however, the origins of executive programs go back to the late 1920's and early 1930's at Harvard and M.I.T. The Harvard Business School held six-weeks summer sessions for businessmen in 1928 and 1929. Subjects were finance, marketing, retail store management, public utility management, and transportation. In 1930 a five-weeks version was held, and in 1936 and 1937 the sessions were shorter still, offering but three courses. All of these sessions were essentially repetitions in concentrated form of standard MBA courses; they were offered in isolation from any central theme or integrated purpose; there was no company sponsorship requirement or any special standards as to age, experience, or position attainment. In sum, these precursors of executive programs lacked the specially designed format geared to a specific clientele and its particular needs.

The Cabot Discussion Groups

Another Harvard development that foreshadowed executive programs was the Business Executives Discussion Group led by Professor Philip Cabot. The Discussion Group met during ten weekends during the 1935-36 academic year to discuss the implications for business of the events of the depression, the rise of powerful labor organizations, and the changed relationships between business and government. They were early versions of courses referred to today in business schools as "Business and Society" and "Government and Business". Their success was immediate due to the quality of executive attending -- distinguished businessmen from a wide representation of industry -- and the stimulus of provocative outside speakers and absolute openness of discussion. As an influence on the later formation of executive programs, these weekend discussions demonstrated to a number of influential businessmen what

the academic community could contribute to the formation of business policy and the resolution of fundamental business problems.

The Sloan Fellowships

At the Massachusetts Institute of Technology in 1931 Professor Irwin H. Schell obtained the support of General Motors' Chairman Alfred P. Sloan, Jr. for what became the Sloan Fellowship Program. It still provides, as it did back in 1931, an intensive one-year study of management theory and practice by experienced executives, sponsored by their employing companies. In the sense that it is directed to the needs of mature executives, it is the oldest of executive programs. However, it differs from most programs in its extended length and in its close adherence to traditional academic requirements such as examinations and a thesis, leading to the Master's degree for those possessing a Bachelor's degree. Most of the universities chose to go the route of the shorter, non-credit executive program, and M.I.T. itself added a nine-weeks short program on the Harvard model.

Northeastern University's Special Approach

The Northeastern University program also owes its special design to Irwin Schell. By 1959, when planning for the Northeastern program began, the period of great growth of university programs had already taken place and most of them had assumed a standard format. It was also a time when the concept of executive programs itself was encountering some serious appraisal by business as was the entire realm of business education. And the reader will recall that the Ford and Carnegie reports on business higher education came out at about this time. There were questions of high costs, the difficulties of appraising "results" of attendance at a program, and the lack of realism in a course of study conducted entirely in isolation from the work of the business organization. A further practical problem discouraged many companies from use of executive programs -- the lengthy absence of a key manager who simply could not be spared for extended periods of time.

Professor Schell saw a distinctive role for Northeastern University if it would apply its knowledge and experience in co-operative education to its executive program. He thought that many of the benefits of the year-long Sloan program could be combined with the other advantages inherent in the shorter programs. The result was a seven-weeks format (later reduced to six weeks) which alternates periods of study and time back on the job. Initial study assignments are given four months before the first two weeks of the formal program begin. The first two-weeks of class lead into alternating three-week periods at work and one-week periods of formal study. Additional readings and job-related assignments are given for the three weeks back on the job, both to link the formal weeks of the program and to make the total work/study experience as integrated as possible. Thus the Northeastern Management Development Program extends over a nine-months sequence, reminiscent of the M.I.T. Sloan program but closer in content and approach to the other main-line executive programs.

Needs of Rapidly Changing Management

Executive programs have persisted and grown during the 1960's as have MBA programs to which they are closely related. And many of the reasons for the growth in the MBA's popularity would apply equally to executive programs since executive programs often substitute for the MBA. Perhaps the most important factor is the change in management itself which, in turn, is related to the rapid technological and social transformation of the past twenty-five years.

Back in 1958 Harold J. Leavitt had predicted the new era in information technology that was to characterize industry increasingly in the decade of the 1960's.[26] He correctly prophesied the resulting effects on management: (1) sharper distinction between the real decision-makers at the top and the routine information processors down below, (2) rapid changes in the nature of many jobs, especially at the middle levels of management, with resultant inexperience and the need to adapt quickly, (3) a growing importance of those engaged in researching and instituting new technology, requiring a shift in managerial styles towards the informal and participative, and (4) a growing specialization with consequent increase in entry points into the organization and, thereby, into management.

Perhaps these developments led Clarence Randall to remark that "from the corporation's viewpoint, breadth is indispensable if, as the executive approaches senior levels, he is to be capable of assuming responsibility in many unrelated fields."[27] At the same time it was becoming clearer that increases in age do not necessarily mean decreases in adaptability. In fact, the fundamental basis of the entire management development concept is the assumption that "aging per se . . . does not result in decreasing mental or emotional flexibility. . . . many can and do continue to adopt new ideas and new behaviors."[28] The concept of continuing mental and emotional flexibility is thus conjoined with the other major conclusions of psychologists, that effective learning continues throughout the adult years. It also brings to mind Levinson's statement early in this chapter that middle age is both the "time of greatest expansion of the human personality" and a period when a variety of adjustments must be made. In other words, the middle-aged manager must change in directions beneficial both to himself and to his organization -- the basic purpose of any program of management development.

Development as Process of Influence

Even a perceived need for change, to meet an educational deficiency for example, is often resisted when the need involves self-deficiencies. Attitudes in

[26]Harold J. Leavitt and Thomas L. Whisler, "Management in the 1980's", Harvard Business Review, Vol. 36, No. 6 (November-December, 1958), 41-48.

[27]Clarence B. Randall, The Executive in Transition (New York: McGraw-Hill Book Company, 1967), p. 43.

[28]Robert F. Peck and Howard Berkowitz, "Personality and Adjustment in Middle Age", Personality in Middle and Later Life, ed. Bernice L. Neugarten, et al. (New York: Atherton Press, 1964), pp. 42-43.

a person represent complex relationships which can only be disturbed gradually and through a process that has three elements:

1. Unfreezing -- by increasing pressure to change or releasing pressure not to change. This step includes removal of the subject from situations which reinforce old attitudes, discrediting of old attitudes through punishment, exhortation, etc., linking reward with willingness to change, and undermining of social supports for the old attitude.

2. Changing -- by acquiring of desirable new attitudes. This may involve both identification with a person who represents the desired attitude and internalization of new attitudes in order for the subject to deal with the new situations in which he finds himself.

3. Refreezing -- reinforcement of new attitudes after release from a change-inducing environment. This is particularly inportant in training programs where the back-home situation may not reinforce the training situation.[29]

University executive programs may provide an effective unfreezing environment. They are isolated from the usual pressures; they de-emphasize job titles and other symbolic supports; they remove the usual social relationships; in effect, they provide a moratorium for self-assessment and determination of where the manager is going and where he wants to go. When organizations recognize that isolated individuals seldom carry new attitudes they are then more apt to expose numbers of associates to the same experience who then become mutually reinforcing. When management development is put into a context of institutional influence procedures it becomes in a sense a "mild form of coercive persuasion" and thereby quite effective. This is due to the successful process of unfreezing, changing, and refreezing.

The Effectiveness of Executive Programs

How effective are university executive programs? Have Kenneth Andrews' enthusiastic predictions of 1959 been borne out by experience of the programs in action? His own 1966 study was directed to 10,000 businessmen who had attended thirty-nine executive programs.[30] More than 6,000 usable completed questionnaires were the basis of his findings. Andrews found an overwhelmingly favorable reaction to executive programs by the participants responding, even though most had not initiated their attendance in the first instance. He sums up the nature of executive program effect on participants as follows:

1. A broadening of perspective.
2. An increased confidence in their own abilities.
3. A sense of assurance that their subsequent performance would improve with time.
4. A wider knowledge of segments of business other than their own.
5. A deeper appreciation of the nature of the human and social problems of business.
6. An ability to look at old problems in new ways.
7. A realization that many different approaches to a problem are available.
8. A wider tolerance of differences of opinion.

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[29] Edgar H. Schein, "Management Development as a Process of Influence", Industrial Management Review (May, 1961).

[30] Andrews, op. cit.

Respondents attributed much of the success of the various executive programs to the convergence of several favorable factors: (1) instruction without condescension, (2) full-time use of the mind in a stimulating university atmosphere, (3) immediate relevance of course material to past problems of unresolved present problems, (4) the stimulation and insights of fellow participants, (5) a gain in self-respect through realization that one's experience and competence are comparable to those of other men in the class, (6) a respect for management as a rewarding and honorable profession.

While Andrews does not refer to his earlier predictions, the results of his evaluative study would seem to confirm his previous enthusiasm. Certainly these results would indicate a valuable and effective formulation of business education in an adult context. The fact, too, that the programs have had such consistent corporate patronage since 1945 is testimony to their continuing effectiveness.

CHAPTER IV

Comparison of MBA and MDP Programs

SUMMARY

The MBA and the MDP are approximately equal in effectiveness by measures of subject-matter impact and various aspects of professional and personal growth. MBA participants perceived more of a direct influence on their career progress from their attendance at the program. On the other hand, the MDP's were more unreserved in their assessments of their program's effectiveness and impact, as gleaned from spontaneous comments at the end of the questionnaire. The MDP teaching is clearly better than the MBA, but this did not result in better self-assessments of MDP program effects. Nevertheless, it is entirely possible that the MDP effects would have been lower without the strong teaching evidenced in that program. Certainly, most of the major criticisms of the MBA revolved around faculty and course effectiveness, both in the answers to the formal questions in the questionnaire and in the spontaneous comments invited at the end. Clearly, the various approaches to instruction that involved the students in the learning process received the strongest endorsements from both MBA's and MDP's while non-participative approaches, specifically the lecture, got the sharpest criticisms. Nevertheless, lectures also received considerable support which points to their usefulness in appropriate circumstances. And participative teaching/learning had its share of disapproval when it was poorly organized, lacked goals and direction, or when one or two participants were permitted to dominate. One important result of the two programs is to stimulate continued efforts at further career development, especially through additional course work of various types. Participants have an unsatiated appetite for more courses in general management, financial analysis, and human and labor relations--fields that ranked high on their objectives when they first began their MBA or MDP studies.

We have recalled the origins of American graduate business schools and university executive programs. The research now turns to a comparison, by means of a survey questionnaire, of these two different approaches to graduate business education at Northeastern University. And the results of the analysis have application to other university MBA and executive development programs since the Northeastern programs are quite typical of similar programs elsewhere.

The Management Development Program at Northeastern University ranks sixth among university programs in annual enrollment.[1] While the various university executive programs vary in both length and subject matter, six weeks is the most typical length of an executive program that attempts a comprehensive treatment of the major areas of graduate business education.

Northeastern University's Master of Business Administration program enrolls about 1100 students, both day and evening. Among its students are many men enrolled part-time from business and industry who are experienced managers and in an age bracket -- over 30 years of age -- comparable to the men enrolled in the Management Development Program. About 200 receive MBA degrees annually.

GOALS OF THE RESEARCH

There are two simultaneous goals of the research -- testing and diagnosis. We want to test the main hypothesis, i.e. that there are differences in perceptions between those who have attended the MDP and those who have attended the MBA. This becomes a test of the phenomenon or dependent variable. We then want to diagnose the reasons contributing to the phenomenon or the independent variables which, in this case, we hypothesize to be teaching effectiveness. A second sub-hypothesis asserts that the most effective teaching involves the student in the learning process.

BASES OF COMPARABILITY

Two essential questions arise at this point: (a) is there an underlying comparability between the two programs and the participants in them; and (b) is it possible to isolate sufficiently similar groupings to provide a basis for the comparison?

Basic comparability can be shown in the following ways:

1. The goals of the two programs are practically identical. They aim at broadness of view, a professional approach to management, an expanded knowledge of the several business disciplines, skill in analytical and quantitative techniques, and a sensitivity to the modern business environment.

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[1] George W. Bricker (ed.), "1969 Executive Development Programs", Personnel Management - Policies and Practices (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969), p. 27, 251.

2. The two programs have a similar course content, as was also explained in Chapter I, although the emphasis and approach differ to a considerable degree.

3. Most of the instructors in the MDP program also teach MBA's.

4. The majority of the MBA's (55%) and all of the MDP's are men past 30 years of age.

5. Almost all of the MDP's and all of the MBA's are college graduates.

6. Large numbers of participants in both programs have prior technical education and/or experience which points to similar motivations of more general business knowledge for enrollment in either program.

7. Participants enrolling in the 1969-70 programs filled out a short questionnaire about their motivations for enrolling in either program. Also, the main questionnaire, addressed to MBA and MDP graduates, asks the same question about perceived motivations when the graduates were originally enrolled. Answers to this question indicate the degree of similarity of motivations as between the two groups and are shown in Table 2 on page 52 of this chapter.

8. Analysis of Question 12 (see Appendix) points up the degree of career comparability of the MBA and MDP participants.

Tables 3 through 8 form a profile of participants of both programs. They come from a similar variety of industries. They are heavily concentrated in the 35 to 45 age bracket (ca. 50%), although the MBA's have many in the lower 30's and the MDP's many in the later 40's. Approximately 75% of the MDP's and 80% of the MBA's now have jobs at solid middle management levels, although more MDP's are at upper levels and more MBA's at lower levels of management. This is also reflected in salary levels which show more MDP's with higher incomes. At enrollment approximately 60% of both MBA's and MDP's had 10-20 years of career experience, although the remaining MDP's were concentrated in the longer-experience bracket while the remaining MBA's had shorter experience. The comparability is not exact statistically but it remains significant that the participants enroll in the MBA or MDP at a point in their careers when further business education seems appropriate to themselves or their employers.

9. The Wesman Personnel Classification Test was given to 30 college graduates among the MDP's second group of the 1969-70 class.

The 28 minute test is designed to measure the two most generally useful aspects of mental ability -- verbal reasoning (18 minutes) and numerical ability (10 minutes).[2] There are separate scores for each of these factors and these are added for a total score. Some quotations from the test manual may be helpful in gauging the nature of this test:

> ...The test is essentially a measure of power rather than of speed.
>
> ...Both reasoning through analogy and the perception of relationships are needed to respond to each item. At the same time, the form permits the use of a wide variety of subject matter and a consequent reduction of emphasis on mere vocabulary knowledge....

[2] Alexander G. Wesman, Wesman Personnel Classification Test -- Manual 1965 Revision (New York: The Psychological Corporation, 1965); p. 3.

Similarly, the numerical items have been devised to test command of basic arithmetic skills and processes plus general facility in the use of numerical concepts. The content has been so arranged that a premium is placed on the ability to perceive relationships and to operate with ingenuity; the importance of sheer figure-handling speed, or number perception, better measured by simple clerical tests, is minimized....

All entering MBA's are now given the Admission Test for Graduate Study in Business (ATGSB). This is a three-and-a-half-hour aptitude test. According to the 1969-70 bulletin, it is:

> . . . designed to measure certain mental capabilities important in the study of business at the graduate level. It contains questions that test your ability to read, to understand, and to reason logically with both verbal and quantitative material. It is not a measure of achievement or knowledge in any specific subject matter, and those who take it are neither required nor expected to have had undergraduate preparation in business subjects.
>
> . . . the test stresses accuracy more than speed.....[3]

Of course, the Wesman test is much shorter than the ATGSB (28 minutes vs. 210 minutes), although the aims of the two tests are similar. The total score of the ATGSB is stated on a scale ranging from 200 to 800, based on the performance of applicants who took the test in 1955. The average performance of the 1955 group was 500, with two-thirds scoring between 400 and 600 on the total scale.

Northeastern MBA's as a group have consistently averaged 525 over the past several years. This score puts Northeastern University MBA candidates at the 65 percentile mark, or above the score obtained by 65% of the other candidates throughout the country.

The Wesman test relates scores to several different norms in terms of occupation or other status. The norm selected here is for executive trainee candidates who were tested at about two dozen eastern colleges during a recruiting program conducted by a nationally known chemical company. "Educationally, these men are the most homogeneous and highly selected of the occupational groups; in age, they ranged from nineteen to thirty-two, with most between twenty-one and twenty-five."[4]

The mean average total score (including verbal and quantitative) attained by the MDP group was at the 60 percentile mark. In other words, this mean average total score was better than that attained by 60% of those in the executive trainee reference group. Thus, the relationship of the MDP's to their reference group is quite similar to the relationship of the MBA's to their reference group. It suggests comparability of the MBA and MDP groups.

Procedures to Assure Comparability

Comparable MBA and MDP groups were selected from those completing their studies in 1967, 1968, and 1969. This was to allow for comparison of differences in results between those who have recently completed and those who finished one year

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[3]Educational Testing Service, Admission Test for Graduate Study in Business, Bulletin of Information for Candidates 1969-70 (Princeton, N.J.: Educational Testing Service, 1969), pp. 5, 37.

[4]Wesman, op. cit., pp. 4, 16.

and two years previously, respectively. In effect, this represents the use of an existing "natural" setting rather than the construction of a laboratory experiment.

The selection procedure was as follows:

1. The initial screening for the MBA's was for those who, at the start of their program, were under 30 years of age and who did not hold a "responsible" position. "Responsible" positions include owner managers, vice presidents, department heads, district managers (e.g. sales), branch managers (e.g. a bank), and heads of significant sections (e.g. data processing). It also includes certain professionals and semi-professionals (e.g. from the medical or research staff) who are responsible for a program or research project. The purpose here is to exclude those cases not comparable with the MDP group.

2. The initial screening of the MDP's was for those who, at the start of their program, were not college graduates. Most MDP's are now college graduates, but occasionally there is a man, for example, who is a two-year accounting school graduate with a C.P.A. The purpose here is to exclude those cases not comparable with the MBA group.

3. At this point the questionnaire went out to all MBA and MDP graduates of 1967, 1968, and 1969 not screened out, as above. It contains questions on salary levels, work history, and reasons for enrolling that allow for further screening (see Appendix I, question 12). One MDP was immediately excluded because he also held an MBA from Northeastern.

4. The returned questionnaires were further screened for special motivations. Two enrollees who now sit on the MDP Advisory Board were excluded. Three other MBA's were excluded because their career fields had shifted during their programs to college teaching.

5. All MBA's and MDP's were excluded who had less than eight years of appropriate career experience prior to the start of the program. This served to put the MBA's on the same plane as the MDP's in terms of career. Four MBA's were excluded for this reason after return of the questionnaires.

6. Since salary bears an approximate relationship to career progress, salary levels at time of enrollment were reviewed to exclude any one with poorer career progress than job description might indicate. This was more likely of the MBA than the MDP.

The result of all this screening was two groups who are reasonably comparable in age, experience, position, previous education, level of responsibility, and basic motivation.

Determination of Common Needs and Objectives

The effectiveness of both the MBA degree program and the MDP non-degree program should be measured by how well they met the needs and objectives of participants. A compendium of needs and objectives common to the MBA and MDP was obtained from participants in the two programs. This research shows that candidates of

similar composition in the MBA have similar goals to those in the MDP. The goals and objectives fall into three major categories delineated by House and Andrews in their significant studies of management development programs:

1) Change Effect in terms of knowledge, attitudes, and abilities.[5]

2) Growth Effect in terms of professional development, analytical ability, ethical attitudes, and personal attributes.[6]

3) Career Advancement in terms of salary increases, promotional advance either in the present company or in a new company, and increased responsibility.[7]

How did we determine that these categories of objectives were appropriate to participants in Northeastern's MBA and MDP programs? There are three ways of doing so:

a) Ask the men to be surveyed the direct question as to what were their original expectations.

b) Ask current (1969) enrolees in both programs what they expected when they began their studies, under the theory that the goals and objectives of current students would be similar to the original goals of recent graduates.

c) Analyze application forms, records of interviews, and letters in dossiers, etc. which state needs and objectives.

This study uses the first two sources since there are both advantages and flaws to each. The first approach -- asking the men -- has the advantage of directing a specific question on goals and objectives to those who actually attended the two programs. The drawback is the possible subtle changes in perceived goals and needs as the work of the program becomes part of a past experience.

Table 2 shows a comparison of stated objectives between the graduates of the MBA and MDP programs in 1967, 1968, and 1969 who responded to the questionnaire from hindsight and the 1969 enrollees in both programs who filled out an abbreviated questionnaire as to their program objectives during the first week of their enrollment. Answers were ranked higher the earlier they were stated and combined into an average score of weighting. The table shows a close convergence between the objectives by hindsight of the graduates and the starting objectives of new enrollees in terms both of number of times the objective was mentioned and the relative weighting.

The second approach -- determining goals from new current enrollees -- removes the problem of distorted hindsight but it does not pertain directly to those surveyed. Yet it serves as a check on the "retrospective answers" of the main respondents.

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[5]House, Robert J., Management Development: Design, Evaluation, and Implementation. (Ann Arbor: Bureau of Industrial Relations, Graduate School of Business Administration, 1967), pp. 80-83.

[6]Kenneth R. Andrews, The Effectiveness of University Management Development Programs (Boston: Division of Research, Graduate School of Business Administration, Harvard University, 1966), pp. 155-183, 325-332.

[7]Ibid., pp. 129-132.

TABLE 2

OBJECTIVES OF ATTENDANCE-CURRENT ENROLLEES AND 1967, 1968, AND 1969 GRADUATES[a]

Stated Objective	M.B.A. Program				M.D.P. Program			
	1967-68-69 Graduates (94 Respondents)		1969 Enrollees (57 Respondents)		1967-68-69 Graduates (117 Respondents)		1969 Enrollees (43 Respondents)	
	No. of Replies	Average Scores	No. of Replies	Average Scores	No. of Replies	Average Scores	No. of Replies	Average Scores
Broadened thinking about other areas of business	57	4.4	39	4.5	62	4.2	40	3.9
Specific subject matter: finance, economics, marketing, planning, personnel, etc.	48	3.8	22	3.7	96	3.7	20	4.3
Career advance through broadened knowledge and responsibility	43	4.1	33	4.2	17	4.0	9	3.8
Broadened background for general management	26	4.6	29	4.9	26	4.6	15	5.0
Updating and rethinking of management problems and techniques	23	4.1	8	4.3	29	4.3	7	3.7
Prestige of attending	20	3.9	4	4.0	4	4.5	1	3.0
Personal reasons of self-development re-exposure to academic life, etc.	19	3.5	8	3.7	11	3.7	1	4.0
Broadened base of knowledge for decisionmaking & to supplement experience	14	4.1	4	4.7	14	4.1	8	4.1
Reinforcement of existing knowledge	1	3.0	--	--	1	4.0	4	3.0

[a] First stated objective was ranked "5", a second objective "4", etc. to provide appropriate rank order weighting. These were then divided by the number of replies in each ranking to arrive at an average score. The Chi Square method of testing the significance of differences was employed, with the original 1967-68-69 replies taken as "observed" and 1969 enrollee replies taken as "expected". For all categories except Specific Subject Matter, results were satisfactory within both the 95 per cent and 99 per cent confidence limits. For that category there were shifts among new enrollees both in types of subject matter and in relative importance as objectives.

The third approach -- analyzing records, etc. -- has several disadvantages. The MDP applications are reviewed and endorsed by the candidates' superiors before submission, which raises the question of frankness. In the case of interview records, many candidates were not interviewed and many of those interviewed were cases in danger of rejection, itself not representative. The MBA application forms have two versions, an old version which does not ask the question of goals and a new one that does, depending upon when the candidate first applied. For these reasons the first two approaches were the means of obtaining dominant goals common to both programs. They are compared in Table 2.

Nature of the Student

A fundamental question arises at this juncture as to whether the student is a competent judge of the effectiveness of the program he has attended in meeting his needs and objectives. This is also a question that is much debated in and is almost central to the basic theory of adult education itself.

The participants in the MBA and MDP programs have the maturity and motivation to make these intrinsic judgments. Extrinsic measurement is also necessary, but this study is concerned with the self-perceptions of the individual's own experience or awareness. Participants of the MBA and MDP are asked the extent to which the aims and goals of graduate business education were met with respect to themselves.

With respect to motivation, more than half of Northeastern's MBA candidates and all the MDP candidates are 30 years of age and over. Most of the MBA's are attending voluntarily, at night, and frequently at their own expense. There is a great sacrifice of personal time and family convenience. The MDP's are sent to the program by their companies, but they are also usually anxious to come. They, too, must sacrifice time and be away from their families during the period of the program. For both groups there is the realization that the MDP or MBA program is possibly the last extended formal education during their lifetimes.

COLLECTION OF DATA

The survey questionnaire (shown in Appendix) was distributed during July 1970 to those who received an MBA degree or a Certificate of Completion of the Management Development Program in 1967, 1968, and 1969. It was sent to all 1967, 1968, and 1969 MBA and MDP graduates who have the prescribed characteristics as described above -- "complete" rather than "sample" information. A sample procedure was rejected because the number meeting the characteristics approximated 45 each year for the MDP and 40 each year for the MBA graduates. The questionnaire was anonymous. To encourage response, a pre-addressed postcard accompanied the questionnaire for signing and mailing independently of the questionnaire but to indicate its completion and forwarding. Appropriate steps were taken to assure a statistically reliable response.

RESULTS OF THE STUDY - A PROFILE OF RESPONDENTS

Years of Graduation

The 94 MBA and 117 MDP graduates responding to the questionnaire had approximately equal representation from the classes of 1967, 1968, and 1969. The modest increase among the MBA's in 1968 and again in 1969 reflects increases in admissions to those classes. The increase of MDP graduates in 1969 is the result of the addition of a second session of the MDP program during the 1968-69 academic year.

TABLE 3

DISTRIBUTION OF RESPONDENTS AMONG CLASS YEARS

Class Year	MBA Respondents	MDP Respondents
1967 ..	25	29
1968 ..	31	31
1969 ..	38	57
Total ..	94	117

Ages of Respondents

Table 4 shows the distribution of respondents by their ages when enrolled. It is important to remember that most MBA's spend several years in completing their evening degree program. Typically the period is three to four years, but for some

TABLE 4

AGES OF RESPONDENTS WHEN ENROLLED

Age When Enrolled (Years)	MBA		MDP	
	Number	Percentage	Number	Percentage
30-34	45	47.8	16	13.9
35-39	29	30.9	25	21.7
40-44	16	17.0	39	33.9
45-49	3	3.2	27	23.5
50-54	1	1.1	8	7.0
55 and over ..	--	--	--	--
Total ..	94	100.0	115[a]	100.0

[a]Two MDP's did not respond to this part of the question.

the program can extend considerably longer. The MDP's, of course, enroll in a concentrated program that is completed nine months from the time the initial packet of advance reading assignments is received. Therefore, on a completion basis, the age comparability would be much closer than shown on the table. Nevertheless, the enrollment timing is important because it represents that crucial point in his career where the man himself or through his company perceives the need of extended business education.

About half the enrollees in both programs are in the 35-44 age range. Among the MBA's, most of the others are 30-34 years old which shows the significance of this early-30's period for career growth and career change. More of the MDP's fall into the 45-49 bracket (24%) than the 30-34 range (14%). Partly this reflects company policy in choosing its candidates from a more mature group of employees, although the newer, more dynamic companies are increasingly sponsoring younger men "on-the-move". In many cases, the younger MBA candidates are simply not waiting for company sponsorship but are taking their careers in their own hands as soon as they perceive the need. This is particularly evident among engineers who attend both programs in large numbers. These are technically-trained men whose commitment is to management. They want a managerial education, and they get it earlier or later, by self-sponsorship or company-sponsorship. But, basically, they are in a similar category.

Industries Represented

Both programs draw men from a similar cross-section of industries in approximately the same proportions. More MBA's come from the electronics and engineering sections than do the MDP's, but this reflects the strong commuting orientation of the MBA with its two subsidiary campuses off Route 128 around Boston. The MBA also attracts retired military personnel plus a number of servicemen looking towards retirement. The various military branches are not heavy users of programs like the MDP. The MDP has somewhat heavier representation from among financial and utility companies which the program has actively recruited. It is also somewhat stronger among manufacturing firms, although the MBA also draws its strongest contingent from manufacturing.

Career Experience

The experience patterns of the two groups follow the age patterns shown in Table 4. About 50 per cent of enrollees in the two programs have eleven to twenty years of career background. The MBA's are concentrated in the lower end of this range, while the MDP's are more evenly divided although leaning towards more years of experience. In addition, more than 30 per cent of the MBA's are in the eight-to-ten-year experience category, mirroring the sizeable number of MBA's over 30 years of age but less than 35. The MDP's have an approximately equal group with more than 20 years experience, again a reflection of age patterns since almost the same percentage (32% vs. 37%) are in the 45 plus age category. The large spread in both

TABLE 5

INDUSTRIES REPRESENTED BY RESPONDENTS

Present Industry	MBA		MDP	
	Number	Percentage	Number	Percentage
Manufacturing	34	37.0	52	45.3
Electronics	19	20.8	17	14.8
Engineering	15	16.3	15	13.0
Military Service	5	5.4	--	--
Finance and Insurance ..	4	4.3	13	11.3
Transport, Communication, Utilities	4	4.3	9	7.8
Consulting	4	4.3	4	3.5
Wholesale and retail ..	1	1.1	2	1.7
Miscellaneous, including public accounting and government	6	6.5	3	2.6
Total ..	92[a]	100.0%	115[a]	100.0%

[a]Two MBA's and two MDP's failed to respond to this question.

ages and career experience manifests the essential difference between higher education for adults, whether in degree or non-degree programs, and higher education for adolescents. With all of its recurring problems, the usual undergraduate body has certain distinct characteristics in terms of age, experience, knowledge requirements, and developmental needs. By contrast, the rather carefully delineated MBA and MDP groupings point up a common phenomenon in adult higher education. The age range is

TABLE 6

CAREER EXPERIENCE OF RESPONDENTS AT ENROLLMENT

Experience (Years)	MBA		MDP	
	Number	Percentage	Number	Percentage
8-10	31	33.0	6	5.2
11-15	41	43.6	27	23.3
16-20	18	19.1	40	34.4
21-25	3	3.2	34	29.3
26-30	1	1.1	8	6.9
Over 30	--	--	1	0.9
Total ..	94	100.0%	116[a]	100.0%

[a]One MDP failed to respond.

wide. Experience differs in both length and type. Objectives, while diverse, are identifiable as mainly practical and, particularly, related to career requirements or other current responsibilities. The result is a greater importance of self-perception in the evaluation process.

Present Management Positions Represented

The author assigned position categories to respondents based on titles, associated salary levels, and his own knowledge of their significance in a given industry. The term "management" is defined to include equivalent "individual contributor" positions on staffs, in consulting firms, and in such other organizations as the military services. An "upper" management designation was assigned presidents, vice presidents, owner managers, general managers of significant functions, and such corporate positions as comptroller or secretary-treasurer, assuming salary levels comparable to the position. Middle levels of management were designated as "upper middle" or simply "middle" depending on degrees of responsibility and salary below the "upper" category. Examples of "upper middle" are engineering manager of a large communications equipment company, the comptroller (but not an officer) of a medium-sized jewelry company, and the director of marketing for a diagnostic equipment company. Designations of "middle" were assigned the manager of training and education for a large consulting house, the program manager of a computer systems firm, the section manager at a military installation, an accounting manager of an electronics plant, a general foreman of production at an abrasives factory, and the assistant treasurer of a utility company.

TABLE 7

MANAGEMENT POSITIONS REPRESENTED BY RESPONDENTS

Present Management Position	MBA		MDP	
	Number	Percentage	Number	Percentage
Upper	8	8.6	29	25.2
Upper Middle ..	14	15.1	35	30.4
Middle	71	76.3	51	44.5
Total ..	93[a]	100.0%	115[a]	100.0%

[a]One MBA and two MDP's failed to respond.

Most of the respondents hold "middle" management jobs. The MDP group has significantly more in the "upper middle" and "upper" ranks, again a reflection of the greater numbers of older men of longer career experience in that group. And the MDP salary levels coincide with the management levels. Table 8 shows more than half the MDP's earning more than $25,000 annually. Among the MBA's, the greatest salary improvement since enrollment has been in the $15,000-$25,000 range where 63 per cent presently fall. This is double the percentage at enrollment when approximately

60 per cent of MBA's were earning under $15,000. It is important to remember, however, that many of the MBA's began their programs in the early or middle 1960's when smaller managerial salaries were more common. The MDP's as a group have also shown significant salary advance especially in moving out of the under $20,000 bracket and increasing the numbers in the over $25,000 category.

TABLE 8

SALARY LEVELS OF RESPONDENTS [a]

Salary Range	At Enrollment				July 1970			
	Number-Percentage				Number-Percentage			
	MBA		MDP		MBA		MDP	
Under $10,000 ..	9	10.3	1	1.0	--	--	--	--
10,000-12,500 ..	24	27.6	3	2.9	4	4.4	1	1.0
12,500-15,000 ..	25	28.8	3	2.9	15	16.7	1	1.0
15,000-20,000 ..	18	20.7	27	26.5	40	44.5	12	11.8
20,000-25,000 ..	8	9.2	35	34.3	23	25.5	34	33.3
Over 25,000 ..	3	3.4	33	32.4	8	8.9	54	52.9
Total ..	87	100.0%	102	100.0%	90	100.0%	102	100.0%

[a] A number of respondents failed to respond to this question.

OBJECTIVES OF RESPONDENTS

Table 9 summarizes the objectives of attendees at the MBA and MDP programs as stated in answer to question 2 of the questionnaire. That question asked:

> Try to recall your expectations as you first began your Program at Northeastern University. What goals did you hope to attain from your experience of graduate business education? List them in the order of importance to you at that time.

Table 9 further shows the similarity of goals between the MBA and the MDP graduates being measured. The goals of the two groups are essentially the same, although there are some differences in emphasis between the two groups. This is significant because, despite extensive screening to assure comparability, the profiles of the two groups indicate certain residual differences in age composition, extent of experience, and position levels.

The table gives both the number indicating the objective in answer to the open-ended question plus an average score of importance for that objective among those listing the objective. The goals can be categorized into four groupings: (1) broadening, (2) career advancement, (3) personal objectives, and (4) various forms of knowledge. These general groupings plus the many sub-categories within groupings are consistent with the design of the questionnaire which was to measure, through question 6, (1) professional growth, (2) analytical growth, (3) ethical growth, and (4) personal growth; and through question 3, the impact of subject matter.

First, some general observations. There is remarkable agreement between the MBA's and the MDP's in terms of the average scores or measurements of importance assigned the different objectives. In other words, those MBA's stating an objective gave that objective approximately the same order of importance as did the MDP's who stated the objective. There is also rather close consistency of average scores as between 1967, 1968, and 1969 respondents except in cases of a small number of replies in terms of a particular objective. There is not the same consistency between years in terms of number of replies, although the larger number of 1969 MDP graduates explains some of the higher response there. The greatest balance between MBA's and MDP's in terms both of numbers of replies and average scores was in the "broadening" category. This was also ranked most important of the four groupings by the 91 MBA's and 96 MDP's listing "broadening" categories as objectives. Career advancement averaged second in importance, with personal considerations and knowledge having approximately equal importance.

Broadening

Objectives stated under the several "broadening" categories are clear manifestations of the needs of respondents at the stages in their careers when they began the MBA or MDP. They commonly have extensive experience in a single business function -- engineering or marketing, for example. Either they have reached levels in their specialties which require broader knowledge for effective exercise of their duties or they aspire to positions of more general management. Notice the desire for exposure to other areas of business or to men from these other functions. Notice, too, the need for background in preparation for general management or its corollary, knowledge for decisionmaking. This is borne out later on under the "knowledge" category where higher importance is assigned "latest management techniques" and "problem-solving techniques" than to "specific subject-matter", although even the specific subjects listed are broad in scope, encompassing economics, planning, human relations, personnel, and the social-political environment.

Career Advancement

Those whose goal is career advancement consistently rank it second on their list of objectives, assuming a "5" is assigned the first-listed objective and a "4" the second-listed objective. This is regardless of whether they are MBA's or MDP's or whether they are 1967, 1968, or 1969 graduates. More MBA's than MDP's list this objective, doubtless because more MBA's are younger and at lower position levels. Nevertheless, 17 MDP's state this objective which, in any case, cannot be separated from the higher-rated objective of broadness and exposure to other men and functions.

Personal Reasons

The difference between MBA's and MDP's in this category is "prestige of attending". The MBA degree carries a certain amount of prestige, especially in corporate circles today. This encourages "degree-chasers". Otherwise, self-development

TABLE 9

OBJECTIVES OF ATTENDEES[a]

	MBA Replies							
	1967		1968		1969		Total	
	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score
Broadening	28	4.5	21	4.3	42	4.4	91	4.4
Broadened thinking into other areas of business	17	4.6	9	4.1	20	4.6	46	4.5
Broadened thinking through contact with men from other business functions	2	4.5	2	4.0	7	3.6	11	3.8
Broadened back-ground for general management	7	4.4	9	4.6	10	4.7	26	4.6
Broadened base of knowledge for decision making	2	4.0	1	4.1	5	4.5	8	4.3
Career advancement through greater knowledge and responsibility	13	4.1	13	4.1	17	4.1	43	4.1

[a] First stated objective was ranked "5", a second objective "4", etc., to provide appropriate rank order weighting. These were summarized and divided by the number of replies in each ranking to arrive at an average score or ranking of importance in which the particular goal was held by the group responding. Highest possible score is 5.

	MDP Replies							
	1967		1968		1969		Total	
	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score
	21	4.5	22	4.2	53	4.2	96	4.3
	6	4.8	10	4.4	22	4.7	38	4.6
	5	4.0	6	3.5	13	3.3	24	3.5
	8	4.8	4	4.8	14	4.4	26	4.6
	2	3.5	2	4.0	4	3.8	8	3.8
	3	4.0	7	4.0	7	4.0	17	4.0

TABLE 3 -- Continued

	MBA Replies							
	1967		1968		1969		Total	
	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score
Personal Reasons	15	3.7	8	4.3	16	3.5	39	3.7
Prestige of attending	9	3.8	4	4.5	7	3.7	20	3.9
Self-development etc.	5	3.6	3	3.7	7	3.6	15	3.6
Re-exposure to academic life	1	3.0	1	5.1	2	2.5	4	3.3
Knowledge	19	3.2	20	4.0	39	3.9	78	3.8
Latest management techniques	5	3.6	7	4.6	9	4.1	21	4.1
Theory to supplement experience	1	4.0	1	4.0	4	3.8	6	3.9
Current business problems and practices	--	--	--	--	2	4.5	2	4.5
Techniques of data collection and analysis	1	2.0	1	3.0	1	3.1	3	2.7
Problem-solving techniques	1	2.0	--	--	--	--	1	2.0
Reinforcement of existing knowledge	--	--	1	3.0	--	--	1	3.0

TABLE 3 -- Continued

MDP Replies							
1967		1968		1969		Total	
No.	Avg. Score	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score
3	3.3	7	4.6	5	3.2	15	3.9
--	--	4	4.5	--	--	4	4.5
2	2.5	3	4.7	4	3.3	9	3.6
1	5.0	--	--	1	3.0	2	4.0
33	4.0	37	3.9	62	3.6	132	3.8
5	4.6	7	4.1	11	3.4	23	3.9
3	4.7	1	4.0	2	4.5	6	4.5
2	5.0	2	4.0	2	4.5	6	4 5
--	--	1	3.0	3	4.3	4	4.0
1	5.0	--	--	1	4.0	2	4.5
--	--	1	4.0	--	--	1	4.0

TABLE 9 -- Continued

	MBA Replies							
	1967		1968		1969		Total	
	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score
Specific subject matter	11	3.1	10	3.8	23	3.8	44	3.8
Financial management	5	3.0	5	4.2	12	4.3	22	4.0
Human relations	--	--	2	4.0	5	2.8	7	3.1
Marketing	3	3.3	1	3.0	--	--	4	3.2
Personnel and labor relations	1	4.0	1	2.0	2	3.5	4	3.3
Social-political environment	--	--	1	4.0	1	3.1	2	3.8
Computer technology	1	1.0	--	--	1	3.0	2	2.0
Planning	1	4.0	--	--	1	5.0	21	4.5
Economics	--	--	--	--	1	5.0	1	5.0

TABLE 9 -- Concluded

	MDP Replies							
	1967		1968		1969		Total	
	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score	No.	Avg. Score
	22	3.7	25	4.0	43	3.5	90	3.7
	11	3.8	11	4.5	18	4.2	40	4.2
	2	3.0	2	3.5	9	3.0	13	3.1
	2	3.0	2	4.5	1	3.0	5	3.6
	1	3.0	1	2.0	3	3.3	5	3.0
	1	4.0	2	3.5	2	3.0	5	3.4
	--	--	2	3.5	3	3.0	5	3.2
	3	4.0	4	4.0	2	3.5	9	3.9
	2	4.0	1	2.0	5	3.0	8	3.1

is the prime motivation, although listed by only 15 MBA's and 9 MDP's and assigned only mediocre ranking. This reinforces an obvious career orientation evident in the various other objectives.

Knowledge

There were 78 statements by MBA's and 132 by MDP's that included a specific field of knowledge among their goals. On average, these ranked between second and third choices, although, again, managerial knowledge ranked higher than specific subject-matter knowledge. In non-subject-matter knowledge, 34 MBA's and 42 MDP's stated objectives, with about half of each group wanting the latest management techniques. Twice as many MDP's (90) as MBA's (44) desired specific business-school subject-matter. With both groups, financial management predominated, with half of the subject-matter objectives listed. This confirms the author's own experience with the MDP's who seem to want a very thorough grounding in finance-accounting, more so than in any other business field. Notice, too, that its ranking is considerably higher than the other subject areas, equivalent to a second choice among those listing finance-accounting.

The other topical areas are quite broad except for computer technology, a new subject with some residual mystery. It is somewhat surprising that more did not express a desire for knowledge of computers except that the thrust of most of the other objectives is towards general management as against technical management. Very few mentioned the social-political environment, although business schools are incorporating much more of this topic in both their MBA and executive programs. Perhaps this illustrates how business schools must lead their clienteles, although Table 10 shows that both the MBA and the MDP programs had one of their lowest impacts in precisely this area where motivation was absent.

IMPACT OF SUBJECT-MATTER

Table 10 presents the reactions of MBA and MDP participants to the principal areas of study common to both programs, based on their responses to question 3 of the questionnaire:

> The following principal areas of study were included in your program. For each area, rate the amount of impact on you in terms that you consider important to your own development. These might include increased interest, more knowledge, greater skill, or broadened awareness of problems and their implications.

The most important conclusion from Table 10 is that the overall impact of the two programs is substantially the same, with the MBA scoring 2.8 and the MDP 2.6 out of a possible 4.0. The MBA was stronger in accounting, quantitative methods, marketing, production, and general management. The MDP was significantly stronger in economics and modestly so in finance and the legal-social-political environment. Other areas -- organizational behavior, labor and personnel relations, computer technology, and government regulation -- showed practically equal impact. In most cases, there is consistency between years of graduation which suggests that impact,

however defined, does not alter significantly year-by-year. Where there are differences between years, they can often be explained in terms of the course structure, added or lessened emphasis, on the instructor. It is interesting that specific subject-matter ranked about equally as objectives among MBA's and MDP's (Table 9) and was satisfied approximately equally (Table 10). This was also the case with the two specific fields most frequently mentioned in MBA and MDP lists of objectives, viz. financial management and human relations. Including accounting and control as part of financial management, the two fields of financial management and human relations scored nearly equally with MBA's and MDP's and the scores were among the highest attained. Among the other subjects mentioned under objectives, economics scored high with MDP's and considerably less so with the MBA's (3.1 vs. 2.6). Marketing was just the reverse (2.6 vs. 2.9). Labor and personnel relations as well as the social-political environment attained only fair scores (2.5 vs. 2.5, 2.3 vs. 2.5) among MBA's and MDP's. Computer technology was relatively weak (1.9 vs. 2.0). Planning is included under general management and, therefore, did not have a special category under Table 10. Comments on individual subject areas follow:

Economics

Economics has a considerably greater impact among MDP participants than among MBA's. It has grown year-by-year during the 1967-69 period, with an increasing concentration in the good-strong category. In contrast, the good-strong impact with MBA's has consistently eroded and the none-fair category increased. Economics has relatively little emphasis in the MBA program but in the MDP the emphasis is significant. It is possible that the rapidly-changing economic situation in recent years has heightened the interest in this subject when presented in some depth as it is in the MDP.

Finance

The MBA figures are notably stable, with the good-strong impact ranging between 70 and 80 per cent over the years. The MDP situation is more volatile, with the good-strong impact reduced from over 90 per cent to the MBA level during 1969. This is directly attributable to the unavailability of a longtime faculty member in finance and his temporary replacement. It shows clearly the importance of instruction to successful impact of a subject area.

Accounting and Control

There has been rather consistent strength in MBA accounting and some further improvement in 1969 as the "strong" rating jumped significantly. The MDP accounting course was reorganized in 1969 with evident success as ratings moved from a concentration in the none-fair category to the good-strong category.

Quantitative and Statistical Methods

This has been a weak area in both programs, particularly in the MDP. It is an area of increasing importance to a graduate business curriculum since quantitative techniques have begun to pervade almost every field of study. At the same time it is a subject of considerable mystery -- and resistance -- to older men without

TABLE 19

IMPACT OF PRINCIPAL AREAS OF STUDY COMMON TO MBA AND MDP PROGRAMS

Subject	Year	MBA Impact				
		Percentage				
		None	Fair	Good	Strong	Score[a]
Economics	1967	8.0	36.0	24.0	32.0	
	1968	3.2	45.2	38.7	12.9	
	1969	10.5	47.4	36.8	5.3	
	Total	7.4	43.6	34.0	15.0	2.6
Finance	1967	--	16.0	48.0	36.0	
	1968	3.2	25.8	38.7	32.3	
	1969	--	18.4	42.1	39.5	
	Total	1.1	20.2	42.6	36.1	3.1
Accounting and control	1967	8.0	32.0	40.0	20.0	
	1968	3.2	38.7	38.7	19.4	
	1969	--	28.9	34.2	36.9	
	Total	3.2	33.0	37.2	26.6	2.9
Quantitative and statistical methods	1967	12.0	44.0	28.0	16.0	
	1968	22.6	41.9	25.8	9.7	
	1969	21.1	50.0	21.1	7.8	
	Total	19.1	45.7	24.5	10.7	2.3
Organizational behavior and human relations	1967	12.0	12.0	24.0	52.0	
	1968	3.2	9.7	32.3	54.8	
	1969	--	13.2	34.2	52.6	
	Total	4.3	11.7	30.9	53.1	3.3
Labor and personnel relations	1967	20.0	32.0	40.0	8.0	
	1968	19.4	25.8	32.2	22.6	
	1969	21.1	39.5	26.2	13.2	
	Total	20.2	33.0	31.9	14.9	2.5

[a] Equivalent scores obtained by assigning 1,2,3, or 4 to "None" through "Strong", adding the totals and dividing by number of respondents.

TABLE 10 -- Continued

	Year	MEP Impact				
		Percentage				
		None	Fair	Good	Strong	Score [a]
	1967	3.4	20.7	44.9	31.0	
	1968	3.2	12.9	51.6	32.3	
	1969	3.5	10.5	64.9	21.1	
	Total	3.4	13.7	56.4	26.5	3.1
	1967	3.4	3.4	51.8	41.4	
	1968	--	6.5	29.0	64.5	
	1969	--	22.8	31.6	45.6	
	Total	0.9	13.7	35.9	49.5	3.3
	1967	20.7	62.1	13.8	3.4	
	1968	16.1	48.4	22.6	12.9	
	1969	--	15.8	38.6	45.6	
	Total	9.4	35.9	28.2	26.5	2.6
	1967	17.2	69.0	13.8	--	
	1968	25.8	64.5	9.7	--	
	1969	36.8	52.6	8.8	1.8	
	Total	29.1	59.7	10.3	0.9	1.7
	1967	--	17.2	48.3	34.5	
	1968	--	3.2	54.9	41.9	
	1969	3.5	14.0	49.2	33.3	
	Total	1.7	12.0	50.7	35.9	3.2
	1967	--	31.0	55.2	13.8	
	1968	3.2	38.7	51.6	6.5	
	1969	12.3	38.6	40.3	8.8	
	Total	6.8	36.3	47.0	9.4	2.5

TABLE 10--Continued

	Year	MBA Impact				
		Percentage				
		None	Fair	Good	Strong	Score[a]
Marketing	1967	12.0	24.0	48.0	16.0	
	1968	3.2	29.0	35.6	32.2	
	1969	7.9	21.1	39.5	31.5	
	Total	7.4	24.5	40.4	27.7	2.9
Production	1967	12.0	48.0	28.0	12.0	
	1968	9.7	32.3	45.2	12.8	
	1969	21.1	26.3	28.9	23.7	
	Total	14.9	34.0	34.0	17.1	2.5
Computer technology	1967	48.0	36.0	8.0	8.0	
	1968	35.5	38.6	6.5	19.4	
	1969	47.4	36.8	7.9	7.9	
	Total	43.6	37.2	7.5	11.7	1.9
Legal, social and political environment of business	1967	28.0	40.0	28.0	4.0	
	1968	25.7	32.3	22.6	19.4	
	1969	23.7	39.5	18.4	18.4	
	Total	25.6	37.2	22.3	14.9	2.3
Government regulation of business	1967	36.0	36.0	20.0	8.0	
	1968	32.3	45.2	16.1	6.5	
	1969	44.7	44.7	5.3	5.3	
	Total	38.3	42.6	12.8	6.3	1.9
General management and administration	1967	4.0	8.0	40.0	48.0	
	1968	3.2	12.9	25.8	58.1	
	1969	--	5.3	28.9	65.8	
	Total	2.2	8.5	30.9	58.4	3.5
Overall score of impact						2.8

TABLE 11 -- Concluded

	Year	MDP Impact				
		Percentage				
		None	Fair	Good	Strong	Score[a]
	1967	13.8	34.5	37.9	13.8	
	1968	--	12.9	67.7	19.4	
	1969	10.5	42.5	31.6	14.0	
	Total	8.5	33.3	42.8	15.4	2.6
	1967	17.2	51.8	27.6	3.4	
	1968	22.6	29.0	29.0	19.4	
	1969	22.8	57.9	17.5	1.8	
	Total	21.4	48.7	23.1	6.8	2.0
	1967	41.8	41.4	13.8	--	
	1968	35.5	48.3	6.5	9.7	
	1969	24.6	52.5	21.1	1.8	
	Total	32.5	48.7	15.4	3.4	2.0
	1967	10.3	41.5	37.9	10.3	
	1968	6.5	16.1	61.3	16.1	
	1969	7.0	42.1	43.9	7.0	
	Total	7.7	35.0	47.0	10.3	2.5
	1967	13.8	62.1	24.1	--	
	1968	22.6	58.0	19.4		
	1969	14.0	68.4	15.8	1.8	
	Total	16.2	64.1	18.8	0.9	2.0
	1967	3.4	13.8	69.0	13.8	
	1968	3.2	6.5	58.0	32.3	
	1969	3.5	15.8	45.6	35.1	
	Total	3.4	12.8	54.7	29.1	3.0
						2.6

much previous exposure to mathematics and statistics. Table 9 also indicated a lack of much demand for this subject as one of the study objectives of MBA and MDP participants despite its importance as a "management science". This lack of motivation requires a special emphasis in proving the appropriateness to current management problems and approaches to their solution, something in which both groups are unquestionably interested.

Organizational Behavior and Human Relations

The MBA and MDP courses rank equally and have among the highest scores of impact. The scores are quite consistent year-to-year and are heavily skewed towards the good-strong categories. This was the second most frequently mentioned subject-matter field as listed in the objectives in Table 9, which again suggests the relationship between motivation and satisfaction.

Labor and Personnel Relations

The scores of the two groups are equal but the spread differs within the MBA and the MDP groupings. Approximately 20% of the MBA's perceived no impact in this area, although somewhat more rated it "strong" than did the MDP's (15% vs. 9%). Generally with both groups, the rating ranged from "fair" to "good".

Marketing

Marketing came off better with the MBA's, mainly because more MBA's rated it "strong" than did the MDP's. Also, there was a noticeable movement of MDP's from a "good" rating in 1968 to a "fair" rating in 1969. The MBA ratings have remained more stable.

Production

Again, the MBA rating is higher although both groups range from "fair" to "good", with a considerable number of both MBA's and MDP's indicating no impact. Production presents special problems in teaching older, experienced managers, most of whom have at least a general knowledge of how their company's product is produced. Also, many approaches to production are technical which Table 9 shows to be low on the list of participant objectives.

Computer Technology

This area rated low, partly, it would seem, because it receives relatively little attention in either program. Also, it is a technical field for men who clearly indicate their desire for broadness. Nonetheless, it is somewhat surprising that so few listed this among their objectives, given the rapidly increasing importance of the computer in industry.

Legal, Social, and Political Environment

The ratings for both programs are mediocre, although comparable. Like the quantitative area, environmental considerations are assuming increasing importance in business-school curricula. The MDP emphasis is greater than the MBA (see Chapter I), but the overall impact does not really show this. However, significantly fewer MDP's rated the impact as "none" in contrast to the MBA's, 25 per cent of whom

gave it a "none" rating. This may be because of the largely optional nature of environmental courses in the MBA which, of course, would preclude impact on those not electing the courses.

Government Regulation of Business

This, along with computer technology, ranked lowest among the subject-matter fields. In one sense this subject is part of the environment area, although it has had a traditional existence of its own for many years in business schools. In both programs its role is secondary which is reflected in the ratings of impact.

General Management and Administration

This is a significant area because it encompasses much of the "broadness" desired in participant objectives as shown in Table 9. It received strong ratings by both MBA's and MDP's. More than half of the MBA's assigned a "strong" rating to this part of their program which accounts for the higher MBA score. However, 89 per cent of MBA's and 85 per cent of MDP's ranked this area either "good" or "strong".

OTHER MBA AND MDP PROGRAM EFFECTS

Table 11 summarizes answers to question 6:

> As you look back on your attendance at the MBA or MDP program, please try to assess the amount of effect the program had on you.

The purpose of question 6 was severalfold. First, it took a total program view in contrast to a subject-matter emphasis shown in question 3 (Table 10). Second, it probed the effectiveness of the MBA and MDP in relation to the other objectives of attendees as listed in Table 9, apart from specific course content. Finally, it provided the component data for Table 12 which assesses professional, analytical, personal, and ethical growth by combining answers to the 18 sub-questions into the appropriate growth categories. Like Table 10, Table 11 indicates the percentages of respondents assessing the program effects as "none","fair", "good", and "strong". It also gives a weighted score on the basis of 4.0.

The most important conclusion from this table is, once again, the close overall similarity in the effectiveness of the two programs (2.9 for MBA vs. 2.8 for MDP). The subject-matter impacts (Table 10) show a similarly close relationship. There is also very little shifting of ratings between the years 1967, 1968, and 1969 graduates.

Thus, there is remarkable similarity between the two programs with certain exceptions. The MDP was significantly stronger in developing knowledge of the U.S. and world economies, an important foundation of business study. This confirms a similar difference in Table 10 under subject-matter impact. The MBA was more effective in the skills categories, viz. analytical skill, problem-solving ability, and management skill. The MBA also fared better in developing knowledge of a participant's own field of business, a reflection of the structure of the MBA which devotes approximately equal time to the several core areas of business. However, both programs came out rather low in this category. In terms of the most important objectives

TABLE 11

SELF-ASSESSMENT OF MBA AND MDP PROGRAM EFFECTS[a]

Category of Effect	Year	MBA Effects				
		Percentage				
		None	Fair	Good	Strong	Score
Broadened thinking	1967	4.0	4.0	32.0	60.0	
	1968	--	3.2	35.5	61.3	
	1969	--	--	45.2	54.8	
	Total	1.1	2.1	35.1	61.7	3.6
Knowledge of U.S. and world economies	1967	8.0	48.0	36.0	8.0	
	1968	6.5	58.0	22.6	12.9	
	1969	7.9	50.0	36.8	5.3	
	Total	7.4	52.1	31.9	8.6	2.4
Awareness of business problems	1967	4.0	8.0	40.0	48.0	
	1968	--	--	45.2	54.8	
	1969	2.6	5.3	34.2	57.9	
	Total	2.1	4.3	39.4	54.2	3.5
Knowledge of other functional areas	1967	4.0	16.0	32.0	48.0	
	1968	--	--	54.8	45.2	
	1969	--	5.3	39.5	55.2	
	Total	1.1	6.4	42.6	49.9	3.4
Interrelationship of functional areas	1967	--	20.0	48.0	32.0	
	1968	3.2	29.0	41.9	25.9	
	1969	--	21.1	55.2	23.7	
	Total	1.1	23.4	48.9	26.6	3.0
Knowledge of own field of business	1967	16.0	48.0	32.0	4.0	
	1968	16.1	48.4	22.6	12.9	
	1969	26.3	36.9	28.9	7.9	
	Total	20.2	43.6	27.7	8.5	3.2

[a] Equivalent scores obtained by assigning 1,2,3, or 4 to "None" through "Strong," adding the totals, and dividing by number of respondents.

TABLE 11 -- Continued

Year	MDP Effects (Percentage)				
	None	Fair	Good	Strong	Score[a]
1967	--	3.4	44.8	51.8	
1968	3.2	--	58.1	38.7	
1969	--	1.8	50.8	47.4	
Total	0.9	1.7	51.2	46.2	3.5
1967	6.9	31.0	44.9	17.2	
1968	3.2	22.6	45.2	29.0	
1969	--	19.3	56.1	24.6	
Total	2.6	23.1	50.4	23.9	2.9
1967	3.4	13.8	37.9	44.9	
1968	--	19.4	48.3	32.3	
1969	1.8	15.8	54.3	28.1	
Total	1.7	16.2	48.8	33.3	3.1
1967	--	13.8	62.1	24.1	
1968	--	16.1	35.5	48.4	
1969	--	10.5	42.1	47.4	
Total	--	12.8	45.3	41.9	3.2
1967	--	24.1	69.0	6.9	
1968	3.2	22.6	64.5	9.7	
1969	7.0	28.1	45.6	19.3	
Total	4.3	25.6	56.4	13.7	2.8
1967	44.9	37.9	17.2	--	
1968	38.7	42.0	16.1	3.2	
1969	29.8	45.7	17.5	7.0	
Total	35.9	42.7	17.1	4.3	1.8

TABLE 11 -- Continued

	Year	MBA Effects: Percentage None	Fair	Good	Strong	Score
Competence for future career	1967	--	26.0	52.0	28.0	
	1968	3.2	12.9	48.4	35.5	
	1969	--	18.4	50.0	31.6	
	Total	1.1	17.0	50.0	31.9	3.1
Analytical Skill	1967	--	20.0	36.0	44.0	
	1968	3.2	12.9	41.9	42.0	
	1969	--	10.5	63.2	26.3	
	Total	1.1	13.8	48.9	36.2	3.2
Management skill	1967	--	24.0	40.0	36.0	
	1968	3.2	29.0	35.5	32.3	
	1969	--	15.8	63.1	21.1	
	Total	1 1	22.3	47.9	28.7	3.1
Problem-solving ability	1967	4.0	28.0	52.0	16.0	
	1968	9.7	16.1	51.6	22.6	
	1969	2.6	18.4	55.3	23.7	
	Total	5.3	20.2	53.2	21.3	2.9
Ability to effect organizational change	1967	20.0	44.0	24.0	12.0	
	1968	19.4	38.6	22.6	19.4	
	1969	5.3	36.8	52.7	5.2	
	Total	13.8	39.4	35.1	11.7	2.4
Independence of thought and judgment	1967	4.0	28.0	44.0	24.0	
	1968	9.7	16.1	51.6	22.6	
	1969	--	18.4	52.6	29.0	
	Total	4.3	20.2	50.0	25.5	3.0

TABLE 11 -- Continued

	Year	MDP Effects				
		Percentage				
		None	Fair	Good	Strong	Score[a]
	1967	3.4	24.1	55.3	17.2	
	1968	--	16.1	48.4	35.5	
	1969	--	19.3	61.4	19.3	
	Total	0.9	19.7	56.3	23.1	3.0
	1967	6.9	37.9	51.8	3.4	
	1968	3.2	35.5	48.4	12.9	
	1969	5.3	24.6	54.3	15.8	
	Total	5.1	30.8	52.1	12.0	2.7
	1967	6.9	37.9	48.3	6.9	
	1968	3.2	16.1	67.8	12.9	
	1969	3.5	31.6	49.1	15.8	
	Total	4.3	29.1	53.8	12.8	2.8
	1967	10.3	44.8	41.5	3.4	
	1968	12.9	29.0	58.1	--	
	1969	5.3	54.4	29.8	10.5	
	Total	8.5	45.3	40.2	6.0	2.5
	1967	17.2	44.8	31.1	6.9	
	1968	12.9	38.7	32.3	16.1	
	1969	8.8	47.4	40.3	3.5	
	Total	12.0	44.4	35.9	7.7	2.4
	1967	10.3	31.0	55.3	3.4	
	1968	9.7	9.7	61.2	19.4	
	1969	15.8	21.1	56.1	7.0	
	Total	12.8	20.5	57.3	9.4	2.6

TABLE 11 -- Continued

	Year	MBA Effects (Percentage) None	Fair	Good	Strong	Score[a]
Desire for more business study	1967	8.0	16.0	48.0	28.0	
	1968	3.2	25.8	45.2	25.8	
	1969	7.9	28.9	42.1	21.1	
	Total	6.4	24.5	44.6	24.5	2.9
Awareness of strengths and problems of associates	1967	--	36.0	52.0	12.0	
	1968	9.7	29.0	38.7	22.6	
	1969	--	10.5	55.3	34.2	
	Total	3.2	23.4	48.9	24.5	2.7
Acceptance of other points of view	1967	12.0	40.0	36.0	12.0	
	1968	9.7	16.1	54.8	19.4	
	1969	7.9	18.4	39.5	34.2	
	Total	9.6	23.4	43.6	23.4	2.8
Awareness of business role in society	1967	24.0	48.0	20.0	8.0	
	1968	9.7	35.5	38.7	16.1	
	1969	10.5	47.3	28.9	13.3	
	Total	13.8	43.6	29.8	12.8	2.4
Confidence in own abilities	1967	--	20.0	52.0	28.0	
	1968	--	25.8	41.9	32.3	
	1969	2.6	13.2	52.6	31.6	
	Total	1.1	19.1	48.9	30.9	3.1
Efforts in career development	1967	16.0	16.0	40.0	28.0	
	1968	9.7	22.6	32.3	35.4	
	1969	7.9	21.1	36.8	34.2	
	Total	10.6	20.2	36.2	33.0	3.0
Overall score of effect						2.9

[illegible] -- Continued

		MDP Effects				
		Percentage				
	Year	None	Fair	Good	Strong	Score[a]
	1967	3.4	41.4	44.9	10.3	
	1968	6.5	12.9	45.1	35.5	
	1969	3.5	22.8	54.4	19.3	
	Total	4.3	24.8	49.5	21.4	2.9
	1967	6.9	31.0	37.9	24.2	
	1968	3.2	29.0	45.2	22.6	
	1969	5.3	33.3	38.6	22.8	
	Total	5.1	31.6	40.2	23.1	2.8
	1967	6.9	17.2	51.8	24.1	
	1968	9.7	22.6	48.3	19.4	
	1969	14.0	36.8	36.8	12.4	
	Total	11.1	28.2	43.6	17.1	2.7
	1967	24.1	55.2	20.7	--	
	1968	16.1	19.4	51.6	12.9	
	1969	8.8	49.1	35.1	7.0	
	Total	14.5	42.8	35.9	6.8	2.4
	1967	13.3	20.7	58.7	10.3	
	1968	6.5	9.7	64.4	19.4	
	1969	5.3	17.5	54.4	22.8	
	Total	6.9	16.2	58.2	18.8	2.9
	1967	13.8	27.6	27.6	31.0	
	1968	6.5	12.9	61.2	19.4	
	1969	15.8	21.1	52.6	14.0	
	Total	11.1	20.5	48.7	19.7	2.8
						2.8

of participants listed in Table 9, both programs scored very well: broadened thinking (3.6 MBA vs. 3.5 MDP), awareness of business problems (3.5 vs. 3.1), knowledge of other functional areas (3.4 vs. 3.2), interrelationship of functional areas (3.0 vs. 2.8), and competence for future career (3.1 vs. 3.0).

It is interesting that the largest no-effect ratings came under "knowledge of own field of business" for both programs (20.2% for MBA and 35.9% for MDP), "ability to effect organizational change" (13.8% and 12.0%), "awareness of business role in society" (13.8% and 14.5%), "acceptance of other points of view" (9.6% and 11.1%), and "efforts in career development" (10.6% and 11.1%). For all of these categories there were even greater numbers of respondents rating the effects as only "fair".

All but the career development category rated among the lowest of the 18 categories. It is true that most respondents started their programs with extensive backgrounds in their own fields. Nevertheless, both programs should be able to offer even the mature, experienced executive knowledge or insights in his own field to supplement his experience-based knowledge. Effecting organizational change is fundamental to a manager's job, so that failure to influence significant numbers in this basic facet of management is evidence of weakness in both programs.

The role of business in society raises other questions of the differing aims of the institution and the participants. On the one hand, it is obvious from Table 9 that participant objectives were largely career-oriented and tended to exclude either the technical or the very general aspects of business. On the other hand, the educational institution has an increasing commitment to analyzing the role of business in society and the various environmental influences on business. Perhaps, given these differing motivations, a score of 2.4 for both the MBA and the MDP is reasonably satisfactory.

In regard to "acceptance of other points of view", this is certainly a major element in personal growth and essential to the success of most managers. However, despite a considerable number responding in the none-fair category, both programs were skewed to the good-strong rating. With respect to "efforts in career development", it is reasonable to suppose that many of those in the none-fair category of effect are indicating that their motivations for career development existed prior to attendance at the program and are actually manifested by that attendance. This is borne out in Table 23 which shows an overwhelming proportion of both groups well-disposed towards further business education in the future.

Growth Effects

Table 12 presents the various categories of Table 11 in combinations indicating professional, analytical, ethical, and personal growth as well as an overall score of growth. Looking at the two programs in this way, the MBA comes out slightly ahead of the MDP in professional, analytical, and personal growth measures and equal to the MDP in ethical measures. Nevertheless, the overall score of growth effects of the two programs is, for practical purposes, the same. However, in all areas

TABLE 15

GROWTH EFFECTS OF ATTENDANCE AT MBA AND MDP PROGRAMS[a]

Category of Effect	MBA Score	MDP Score	Category of Effect	MBA Score	MDP Score
Professional growth..	2.9	2.7	Ethical growth....	2.6	2.6
Knowledge of U.S. & world economies..	2.4	2.9	Awareness of strengths & problems of associates....	2.7	2.8
Awareness of wider business problems..	3.5	3.1	Acceptance of other points of view.....	2.8	2.7
Knowledge of other functional areas..	3.4	3.2	Awareness of business role in society.....	2.4	2.4
Interrelationship of functional areas..	3.0	2.8	Personal growth...	3.2	2.9
Knowledge of own field of business.	2.2	1.8	Broadened thinking.....	3.6	3.5
Competence for future career.....	3.1	3.0	Awareness of wider problems..	3.5	3.1
Management skill..	3.1	2.8	Confidence in own ability....	3.1	2.9
Problem-solving ability.....	2.9	2.5	Independence of thought & judgment.....	3.0	2.6
Ability to effect organizational change.....	2.4	2.4	Acceptance of other points of view.....	2.8	2.7
Analytical growth...	3.0	2.7	Efforts in career development..	3.0	2.8
Analytical skill...	3.2	2.7	Overall score of growth[b].....	2.9	2.7
Management skill..	3.1	2.8			
Problem-solving ability.....	2.9	2.5			
Desire for more business study...	2.9	2.9			
Awareness of strengths and problems of associates.....	2.7	2.8			

[a]Categories listed in Table 14 rearranged into combinations of professional, analytical, ethical, and personal growth.

[b]Certain categories applied to more than one aspect of growth, resulting in slightly different overall score than in Table 14.

except the ethical, the various MBA component categories are fairly consistently, although generally slightly, above the MDP equivalents. This was not so true of the several subject-matter impacts in Table 10 which were more mixed as between the MBA and the MDP, although, again, weighting slightly in favor of the MBA overall.

Career Effects

The perceived effect on career progress for the MBA was considerably higher than for the MDP, as shown in Table 13. More than half the MBA's saw a direct relationship between their attendance and new career prospects and approximately 40 per cent also saw a direct relationship to salary increase and added job responsibilities. The MDP's were much more uncertain on all four aspects of career progress, nearly duplicating in the uncertain column the MBA's percentages in the certain column.

MDP's seeing no relationship at all also exceeded the MBA percentages, especially in terms of new career prospects (21.4% vs. 7.4%). There are two possible reasons for these differences. Many MDP's may feel that their attendance at the MDP is a result of career performance and progress, since their companies sponsored their attendance. This is especially evident in the high percentages of uncertainty indicated by MDP's. Also, the large number of MDP's (21.4% vs. 7.4% for MBA's) seeing no new career prospects from attendance argues to their stronger career commitment to their existing companies which the companies themselves may have also determined before sponsoring the MDP participant.

Table 13 relates to question 4, which asks:

> What relationship is there between your participation in the MBA or MDP program and any salary increase, promotional opportunity, heavier responsibility, or new career prospects that you may have received while you were at Northeastern University or since you completed your course work?

Question 4 has a second part which Table 14 summarizes. It reads:

> If you indicate a direct relationship, is this because: (a) you were able to apply the MBA or MDP training to your work, (b) your company gives special recognition for completion of the MBA or MDP, or (c) another reason -- please specify?

It is apparent from Table 14 that where a respondent saw a direct relationship between attendance at either program and a career advance manifested in higher salary, a promotion, more responsibility, or new prospects, the most important reason was the applicability of MBA or MDP training to the respondent's job. This is true of both programs. It is also interesting that the 1968 respondents from both programs more strongly attributed the relationship to this factor than did those from 1967 or 1969. But, the reasons for this are not clear. A large percentage in both programs (26.6% MBA - 21.8% MDP) also were aware of special recognition by their companies for successful completion of the program. This is not particularly surprising in the case of the MDP, which is company-sponsored but for the MBA group it reinforces what is generally known, that many companies actively encourage MBA attendance and reward in tangible ways those who receive the degree. The same

percentage of MBA's gave the MBA credit for their career change or career advancement and another 6.3 per cent of MBA's said, in effect, that the MBA gave them more leverage in meeting their demands on their employers. None of the MDP's said this, but 7.3 per cent noted that the company intended to promote them anyway, with the implication that the MDP program was in preparation for the promotion. Four MDP's and three MBA's attributed their success to their own personal growth as a result of attendance which may be another way of saying that they had something more to contribute to their jobs ("direct application to the job" -- choice A).

MAJOR ADVANTAGES OF ATTENDANCE

The questionnaire began with an open-ended question on objectives (question 2). After several very specific questions on subject-matter, growth, and teaching effectiveness, question 7 asked for an open-ended response to the following question:

> As you look back on your participation in the MBA or MDP program, in what respects was the program of greatest advantage to you?

Table 15 summarizes the responses to question 7. The major advantages perceived by both MBA's and MDP's are: (1) an overview of business functions (44.7% MBA - 40.2% MDP), (2) improved background (19.1% - 18.8%), (3) various subject-matter effects (23.4% - 28.3%) -- especially in human relations (11.7% - 9.4%) and finance and control (7.4% - 14.5%), (4) increased self-confidence (17.0% - 10.3%), (5) provision and broadening of vital management skills (14.9% - 12.0%), (6) stimulation of critical thought (12.8% - 7.7%), (7) personal satisfaction and discipline (8.5% - 7.7%), and (8) for the MBA's, techniques of problem analysis and resolution (13.8%) and, for the MDP's, valuable peer contact (26.5%). It is useful to recall the original objectives of attendees (Table 9). "Broadened thinking into other areas of business" was the most commonly mentioned objective (46 MBA's and 38 MDP's). Related to this was the objective "broadened background for general management", mentioned by 26 MBA's and 26 MDP's. Subject-matter goals were mentioned by 44 MBA's and 90 MDP's, especially financial management and human relations. Personal development (39 MBA's and 15 MDP's) and career advancement (43 MBA's and 17 MDP's) were the other major objectives stressed by the two groups. In addition, 24 MDP's wanted contact with men from other business functions. Note how similar the goals were to the major advantages cited in Table 15. Recall, too, how the two subjects mentioned, viz. finance and human relations, also had the strongest impact of all the courses analyzed in Table 10. Finally, Table 15 supports Table 12. There the strongest effects under professional growth were awareness of wider business problems, knowledge of other functional areas and their interrelationships, competence for future career, and management skill. In that table also, the various categories of analytical growth were consistently strong as was personal growth, including broadened thinking, awareness of wider problems, confidence in own ability, and independence of thought and judgment.

Table 19

RELATIONSHIP BETWEEN MBA OR MDP ATTENDANCE AND SALARY INCREASE, PROMOTION, INCREASED RESPONSIBILITIES AND NEW CAREER PROSPECTS

Relationship Reported	Year	MBA Respondents and Percentages							
		New Prospects		Salary		Promotion		Responsibilities	
No relationship	1967	1	4.0	6	24.0	4	12.0	4	20.0
	1968	2	6.5	8	25.8	6	19.4	5	16.2
	1969	4	10.5	10	26.4	6	15.8	8	21.1
	Total	7	7.4	24	25.5	16	17.0	17	18.1
Uncertain relationship	1967	8	32.0	8	32.0	7	28.0	11	44.0
	1968	10	32.3	12	38.7	7	22.6	13	41.9
	1969	15	39.5	14	36.8	16	42.1	14	36.8
	Total	33	35.1	34	36.2	30	31.9	38	40.4
Direct relationship	1967	16	64.0	11	44.0	14	56.0	10	40.0
	1968	19	61.2	11	35.5	18	58.0	13	41.9
	1969	19	50.0	14	36.8	16	42.1	16	42.1
	Total	54	57.5	36	38.3	48	51.1	39	41.5

TABLE 13 -- Continued

MDP Respondents and Percentages							
New Prospects		Salary		Promotion		Responsibilities	
7	24.1	8	28.6	6	20.7	5	17.2
4	12.9	13	41.9	11	35.5	6	19.4
14	24.6	23	40.4	13	22.8	16	28.1
25	21.4	44	37.6	30	25.6	27	23.1
13	44.8	17	58.6	17	58.6	14	48.3
19	61.3	10	32.3	11	35.5	13	41.9
32	56.1	24	42.1	29	50.9	22	38.6
54	54.7	51	43.6	57	48.8	49	41.9
9	31.0	4	13.8	6	20.7	10	34.5
8	25.8	8	25.8	9	29.0	12	38.7
11	19.3	10	17.5	15	26.3	19	33.3
28	23.9	22	18.8	30	25.6	41	35.0

REASONS FOR INDICATED DIRECT RELATIONSHIPS
BETWEEN COURSE ATTENDANCE AND CAREER EFFECTS
SALARY, PROMOTION, INCREASED RESPONSIBILITY, NEW CAREER PROSPECTS

Reason for Direct Relationship	MBA[a]							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Direct application of MBA or MDP training to the job	11	61.1	17	81.[illegible]	14	56.0	42	65.6
Special company recognition for completion of the program	2	11.1	4	19.[illegible]	11	44.[illegible]	17	26.6
Other reasons								
Enabled a career change or advancement	3	16.7	8	38.1	6	32.[illegible]	17	26.6
Personal growth	--	--	1	4.8	2	8.0	3	4.7
Company intended to promote anyway	--	--	--	--	--	--	--	--
Company satisfied my demands	3	16.7	1	4.8	--	--	4	6.3

[a]Percentages based on number of respondents indicating a direct relationship in Table 16. Many respondents gave more than one reason for the direct relationship and were tabulated under each reason given.

[illegible]

MDP[3]							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
9	69.2	14	87.5	17	65.4	40	72.7
4	30.8	3	18.8	5	19.2	12	21.8
1	7.7	2	12.5	2	7.7	5	11.1
1	7.7	--	--	3	11.5	4	7.3
--	--	1	6.3	3	11.5	4	7.3
--	--	--	--	--	--	--	--

TABLE 1

MAJOR ADVANTAGES OF ATTENDANCE AT MPA AND MBA PROGRAMS AS PERCEIVED BY ALUMNI[a]

Perceived Advantage	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Provided overview of business functions	11	44.0	18	58.1	13	34.2	42	44.7
Improved my background	4	16.0	5	16.1	9	23.7	18	19.1
Increased self-confidence	3	12.0	3	9.7	10	26.3	16	17.0
Broadened and provided vital management skills	3	12.0	4	13.0	7	18.4	14	14.9
Problem analysis and solving techniques	3	12.0	5	16.1	5	13.2	13	13.8
Stimulated critical, objective thought	2	8.0	1	3.2	9	23.7	12	12.8
Provided personal satisfaction, discipline	2	8.0	2	6.5	4	10.5	8	8.5
Improved career opportunities	1	4.0	4	13.0	3	7.9	8	8.5
Provided proprietorship knowledge and skills	1	4.0	1	3.2	2	5.3	4	4.3

[a] On computing percentages, number of replies are applied to total number of participants in group. Many participants cited more than one major advantage.

TABLE 21 -- Continued

	MDP Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
	13	44.8	7	22.6	27	47.4	47	40.2
	8	27.6	4	13.0	10	17.5	22	18.8
	1	3.4	4	13.0	7	12.3	12	10.3
	4	13.8	1	3.2	9	15.8	14	12.0
	--	--	--	--	--	--	--	--
	--		5	16.1	4	7.0	9	7.7
	1	3.4	4	13.0	4	7.0	9	7.7
	1	3.4	--	--	2	3.5	3	2.6
	--	--	--	--	--	--	--	--

TABLE V -- (continued)

	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Provided valuable peer contact	--	--	1	3.2	1	2.6	2	2.1
Stimulated career change	1	4.0	--	--	1	2.6	2	2.1
Well-known, qualified instructors	--	--	1	3.2	--	--	1	1.1
Specific subject matter	6	24.0	8	27.0	8	21.1	22	23.4
Human relations	2	3.0	4	13.0	5	13.2	11	11.7
Finance and control	3	12.0	2	6.5	2	5.3	7	7.4
Decision making capability	2	8.0		--	3	7.9	5	5.3
Provided a business, government, social overview	1	4.0	2	6.5	--	--	3	3.2
Planning policies and objectives	--	--	--	--	1	2.6	1	1.1
Marketing	--	--	--	--	--	--	--	--
Management decision game	--	--	--	--	--	--	--	--

TABLE F -- Continued

MDP Replies							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
8	27.6	8	25.8	15	26.3	31	26.5
--	--	--	--	--	--	--	--
2	6.9	1	3.2	1	1.8	4	3.4
5	17.2	13	41.1	15	26.4	33	28.3
3	10.3	2	6.5	6	10.5	11	9.4
2	6.9	9	29.0	6	10.5	17	14.5
--	--	3	9.7	--	--	3	2.6
--	--	1	3.2	--	--	1	0.9
--	--	--	--	1	1.8	1	0.9
--	--	1	3.2	1	1.8	2	1.7
--	--	--	--	1	1.8	1	0.9

	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Overall curriculum	--	--	--	--	--	--	--	--
General comments	1	4.0	--	--	--	--	1	1.1

	MDP Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
	--	--	2	6.5	--	--	2	1.7
	1	3.4	--	--	--	--	1	0.9

FAILURES IN EXPECTATIONS

Table 16 complements Table 15 by focusing on failures in expectations as perceived by participants. Question 9 of the questionnaire had requested open-ended comments to the following question:

Did the MBA or MDP fail to meet your expectations in any way?

The most significant comments by both groups is the disclaimer of any program failure by 32 per cent of both MBA's and MDP's and the insignificant number judging the programs as not worthwhile. About 5 per cent complained of insufficient rigor and [illegible] per cent of MBA's were disappointed that their sacrifices in completing the degree did not result in any career advancement. Otherwise, the failures were course-related and much more apparent in the MBA than in the MDP. The major MDP complaint was insufficient course coverage, especially in data processing and accounting. Actually, accounting was a problem for the year 1968 and the reorganized course in 1969 brought only one objection.

The MBA's had fewer complaints about adequacy of course length and content which would be partly a function of the greater amounts of time available in the MBA program. However, the MBA's exceeded the MDP's by more than twice in their comments on poor instruction (26.6% vs. 11.1%) and poorly organized courses (12.8% vs. 5.1%). Some MBA's also complained of the absence of scientific approaches, insufficient electives, the absence of practical application and creative problem-solving, and excessive case work. A number of MDP's, mostly in the 1969 group, criticized the organization of the business game which is an important approach in the MDP program. The course and instructional criticisms among the MBA's persist across the 1967-68-69 period and are borne out further in Table 17 where the MBA program attains a noticeably lower assessment of teaching effectiveness than does the MDP.

TEACHING EFFECTIVENESS

Table 17 shows how participants appraised the faculty's teaching effectiveness in answer to question 5(a) which asked, "How effective was the faculty's teaching?"

The difference in teaching between the two programs can be stated quite simply. Seventy per cent of MDP's and nearly the same percentage of MBA's rated their program's teaching as "good", i.e. generally effective but with some weak spots. However, the remaining respondents among the MDP's mostly rated that program as "excellent" while the remaining MBA's mostly rated their teaching impressions as "fair". The overall rating thereby became 3.2 out of 4 for the MDP program vs. 2.8 for the MBA, a clearly superior MDP teaching performance as seen by the participants.

Teaching's Impact on Subject Matter

Tables 18 and 19 relate teaching effectiveness to the scores of subject-matter and growth impact presented in Tables 10 and 11. Quite simply, there is

TABLE 16

FAILURES IN EXPECTATIONS AT
MBA OR MDP PROGRAMS AS PERCEIVED BY PARTICIPANTS[a]

Perceived Failure	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Comments denying failures	8	32.0	10	32.3	12	31.6	30	31.9
Program not worthwhile	1	4.0	--	--	--	--	1	1.1
Poor instruction	5	20.0	8	25.8	12	31.6	25	26.6
Insufficient course coverage	6	24.0	1	3.2	11	28.9	18	19.2
Data processing	2	8.0	1	3.2	3	7.9	6	6.4
Personnel relations	1	4.0	--	--	3	7.9	4	4.3
Marketing	2	8.0	--	--	1	2.6	3	3.2
Production	--	--	--	--	3	7.9	3	3.2
Accounting	--	--	--	--	--	--	--	--
Finance	1	4.0	--	--	1	2.6	2	2.1
Poorly organized courses	5	20.0	3	9.7	4	10.6	12	12.8
Few scientific-statistical approaches offered	1	4.0	--	--	3	7.9	4	4.3
Too much case work	1	4.0	1	3.2	1	2.6	3	3.2
Insufficient electives	1	4.0	--	--	2	5.3	3	3.2

[a] In computing percentages, number of replies are applied to total number of participants in group. Many participants cited more than one major failure in effectiveness.

	MDP Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
	9	31.0	8	25.8	20	35.1	37	31.6
	3	10.3	1	3.2	--	--	4	3.4
	2	6.9	1	3.2	10	17.5	13	11.1
	2	6.9	16	51.8	15	26.5	33	28.2
	--	--	4	13.0	3	5.3	7	6.0
	--	--	2	6.5	3	5.3	5	4.3
	--	--	2	6.5	2	3.5	4	3.4
	--	--	1	3.2	3	5.3	4	3.4
	2	6.9	7	22.6	1	1.8	10	8.5
	--	--	--	--	3	5.3	3	2.6
	1	3.4	1	--	4	7.0	6	5.1
	--	--	1	3.2	--	--	1	0.9
	--	--	--	--	--	--	--	--
	--	--	--	--	--	--	--	--

TABLE 1 -- Continued

	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
No stimulation - not rigorous enough	1	4.0	3	9.7	1	2.6	5	5.3
Impractical-too theoretical	--	--	1	3.2	2	2.6	2	2.1
No creative problem solving	1	4.0	--	--	--	--	1	1.1
No research	--	--	1	3.2	--	--	1	1.1
Business game poorly organized	--	--	--	--	--	--	--	--
Too impersonal - group too large	--	--	1	3.2	2	5.3	3	3.2
No career advancement	2	8.0	2	6.5	3	7.9	7	7.4

TABLE 16 -- Concluded

	MDP Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
	2	6.9	2	6.5	1	1.8	5	4.3
	1	3.4	--	--	--	--	1	0.9
	1	3.4	--	--	1	1.8	2	1.7
	1	3.4	--	--	--	--	1	0.9
	1	3.4	--	--	5	8.8	6	5.1
	3	10.3	2	--	1	1.8	6	5.1
	--	--	--	--	--	--	--	--

TABLE 17

ASSESSMENT OF FACULTY TEACHING EFFECTIVENESS[a]

Assessment	Year	MBA Replies			MDP Replies		
		Number	Percentage	Total Score[b]	Number	Percentage	Total Score[b]
Excellent - teaching was very effective overall - only rare weakness	1967	0	--	--	5	4.3	20
	1968	2	2.2	8	7	6.0	28
	1969	4	4.3	16	14	11.9	56
	Total	6	6.5	24	26	22.2	104
Good - teaching was generally effective, but some weak spots	1967	18	19.4	54	20	17.1	60
	1968	17	18.3	51	23	19.7	69
	1969	28	30.1	84	40	34.1	120
	Total	63	67.8	189	83	70.9	249
Fair - there was a mixture of good and bad teaching	1967	6	6.5	12	4	3.4	8
	1968	11	10.7	22	1	0.9	2
	1969	6	6.5	12	3	2.6	6
	Total	23	24.7	46	8	6.9	16
Poor - there were evident weaknesses in teaching, with good teaching rare in the program	1967	1	1.0	1	--	--	--
	1968	--	--	--	--	--	--
	1969	--	--	--	--	--	--
	Total	1	1.0	1	--	--	--
Average score of teaching effectiveness	1967			2.7			3.0
	1968			2.6			3.2
	1969			2.9			3.2
	Total			2.8			3.2

[a] 1 MBA did not reply

[b] Each reply scored 4, 3, 2, 1 ("Very effective to evident weaknesses"). Scores by categories summarized into an average score of teaching effectiveness by dividing total score of each category by number of respondents in that category (93 MBA's and 117 MDP's).

TABLE 18

RELATION BETWEEN SUBJECT MATTER IMPACT AND TEACHING EFFECTIVENESS[a]

Year of Graduation	MBA		MDP	
	Teaching Score	Subject-Matter Score	Teaching Score	Subject-Matter Score
1967	2.7	2.7	3.0	2.6
1968	2.6	2.8	3.2	2.7
1969	2.9	2.9	3.2	2.6
Average scores	2.8	2.8	3.2	2.6

[a] Teaching score taken from Table 20; subject-matter score from Table 13 and supporting data sheets.

TABLE 19

RELATION BETWEEN GROWTH AND CHANGE EFFECTS AND TEACHING EFFECTIVENESS[a]

Year of Graduation	MBA		MDP	
	Teaching Score	Growth Effect Score	Teaching Score	Growth Effect Score
1967	2.7	2.8	3.0	2.7
1968	2.6	3.0	3.2	2.8
1969	2.9	3.0	3.2	2.8
Average Scores	2.8	2.9	3.2	2.8

[a] Teaching score taken from Table 20; growth and change score from Table 14 and supporting data sheets.

noticeably better teaching in the MDP, but the effectiveness of the two programs is approximately the same. Of course, it is arguable that the highly concentrated MDP program requires better teaching to obtain the same results. One can speculate what the MDP results would have been had the faculty assessment been at the level of the MBA.

Effective and Ineffective Approaches to Instruction

Part (b) of question 5 was open-ended and read as follows:

> There are many approaches to instruction in business education, including lecture, case analysis, role playing, panel discussion, workshop problem-solving, group study, etc. What approaches did you find particularly effective and why?

And part (c) asked:

> What approaches did you find least effective? Why?

Answers to these two questions appear in Table 20 (effective approaches) and Table 21 (ineffective approaches). The two tables are complementary. Taken together they tend to confirm what has previously been suggested: namely, that the most effective teaching involves student participation in the learning process. Case analysis, whose very basis is participation, received overwhelming approval from the MBA's (84.0%) and strong endorsement from the MDP's (50.4%), while only 12.8 per cent of each group judged case analysis as ineffective. There is a two-fold significance here. The MBA program uses the case method heavily, but the MDP program does so sparingly. Yet both those with heavy expcsure and those with only occasional exposure to case study give this method the strongest endorsement.

In contrast, the lecture method received the greatest negative reaction by both groups, although it also had a significant number of favorable mentions. It is interesting that reaction to the lecture method among MDP's was about equally in favor and against despite very careful selection of lecturers in the MDP program to assure quality and appropriateness of the lectures given. Workshop problem-solving and group study got better reactions by the MDP's, since these are major study devices in the MDP program as case analysis is in the MBA program. However, the group study technique obtained more negative reactions than positive among the MBA's and a significant number of adverse criticisms by the MDP's as well. This argues that the group-study method can be effective with careful planning and under the proper conditions. Role playing and the management game (MDP), which is itself an elaborate role-playing device, got mixed reactions.

Accompanying comments to these two questions were quite scattered. However, adverse comments on the lecture system centered on its dullness and recital of material that could be more easily read. Where favored, it was because of the special insights of the lecturer and his ability to clarify difficult subject-matter.

Favorable comments on participatory approaches emphasized the pooling of resources and the inadequacy of the one-man expert (lecturer). Negative comments expressed frustration over the dominance of discussion by one or two individuals, the inadequate organization of a particular approach (e.g. management game), the

lack of clear purpose to the device used (especially role playing), and the inefficient use of available class time in employing participatory approaches. The obvious conclusion from all of this is the strong approval given participatory instruction by both groups of mature managers. Yet many have reservations about one or several of these approaches, especially when their use is inappropriate and poorly organized.

OVERALL PARTICIPANT SATISFACTION

Question 9 asked the graduates for the most crucial reaction to the program attended. Would they do it all over again if they could choose again? This was the exact question:

> If you could plan and choose your advanced business education all over again, would you....
>
> (a) attend the same program
> (b) attend the same program if it could be modified in the following respects:
> (c) choose some other approach than the program attended (examples: a series of short courses, the same program in a different school, an MBA if you were MDP, a short MDP-type course if you were MBA, etc.).

In Table 22, nearly all the attendees at both programs thought enough of their experiences to make the same choice again, although half the MDP's and 60 per cent of the MBA's would insist on modifications. The 1969 MDP's who stated no modifications outnumbered those who suggested changes (49.1% vs. 47.4%) -- a significant improvement over 1967 and 1968 opinion. There were substantive, pedagogical, procedural, and qualitative suggestions by both groups, but the range of suggested modifications and the number proposing them was greater among the MBA's than among the MDP's.

Substantive Suggestions

The MBA's want more computer courses (11.7%), more quantitative courses in management (8.5%), and more human relations (5.3%). Other suggestions were more scattered. The MDP's want more accounting (11.1%), but not the 1969 group after the accounting sequence had been reorganized. They also want an improved management game (7.7%), finance (4.3%), and both more (4.3%) and less (4.3%) of quantitative management.

Pedagogical Suggestions

Both groups favor more participative learning. MDP's want even more group activity (5.1%) in addition to the large amount of group work already part of the program. Most of the MBA comments were in the same vein -- more group work (4.3%), more case analysis (5.3%), and more problem-solving (2.1%).

Procedural Suggestions

MBA's want more electives (11.7%) and smaller classes (4.3%). A few MDP's (3.4%) suggest a continuous rather than an alternating schedule and a few others advocate a shorter course (2.6%).

TABLE 20

EFFECTIVE APPROACHES TO INSTRUCTION

Approach	MBA Replies[a]							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Case analysis	19	76.0	27	87.1	33	86.8	79	84.0
Lecture	8	32.0	8	25.8	9	23.7	25	26.6
Panel discussion	4	16.0	11	35.5	8	21.1	23	24.5
Wk. shop prob. solving	6	24.0	5	16.1	7	18.4	18	19.1
Role playing	5	20.0	3	9.7	7	18.4	15	16.0
Group study	--	--	1	3.2	7	18.4	8	8.5
Guest speakers	--	--	1	3.2	1	2.6	2	2.1
Text	--	--	2	6.5	--	--	2	2.1
Management game	--	--	--	--	--	--	--	--
Class participation	1	4.0	2	6.5	--	--	3	3.2
General comments (effectiveness depends on teacher)	2	8.0	2	6.5	3	7.9	7	7.4

[a] In computing percentages, number of replies are applied to total number of participants in group. Many participants made multiple replies.

TABLE 20 -- Continued

MDP Replies[a]							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
19	65.5	17	54.8	23	40.4	59	50.4
5	17.2	16	51.6	22	38.6	43	36.8
5	17.2	8	25.8	10	17.5	23	19.7
9	31.0	13	41.9	18	31.6	40	34.2
6	20.7	4	12.9	11	19.3	21	17.9
9	31.0	5	16.1	17	29.8	31	26.5
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--
2	6.9	3	9.7	5	8.8	10	8.5
--	--	--	--	--	--	--	--
2	6.9	3	9.7	8	14.0	13	11.1

TABLE 21

INEFFECTIVE APPROACHES TO INSTRUCTION

Approach	MBA Replies[a]							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Lecture	12	48.0	14	45.2	21	67.7	47	50.0
Group study	4	16.0	4	12.9	9	23.7	17	18.1
Case analysis	3	12.0	4	12.9	5	13.2	12	12.8
Role playing	3	12.0	3	9.7	3	7.9	9	9.6
Panel discussion	2	8.0	4	12.9	3	7.9	9	9.6
Wk. shop prob. solving	1	4.0	2	6.5	1	2.6	4	4.3
Text	--	--	1	3.2	1	2.6	2	2.1
Management game	--	--	1	3.2	--	--	1	1.1
General comments	1	4.0	4	12.9	4	10.5	9	9.6

[a] In computing percentages, number of replies are applied to total number of participants in group. Many participants made multiple replies.

TABLE 21 -- Continued

MDP Replies[a]							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
15	51.7	10	32.3	20	35.1	45	38.5
5	17.2	6	19.4	9	15.8	20	17.9
1	3.4	4	12.9	10	17.5	15	12.8
3	9.7	9	29.0	7	12.3	19	16.2
3	9.7	8	25.8	5	8.8	16	13.7
2	6.9	2	6.5	4	7.0	8	6.8
1	3.4	--	--	--	--	1	0.9
2	6.9	2	6.5	9	15.8	13	11.1
--	--	--	--	--	--	--	--

TABLE 22

EXPRESSIONS OF APPROPRIATENESS OF PROGRAM ATTENDED

Reactions Expressed	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Would attend same program	8	32.0	12	38.7	15	39.5	35	37.3
Would attend same program if modified:[a]	17	68.0	19	61.3	21	55.3	57	60.6
1. Substantive mod. suggested								
More computer courses	3	12.0	5	16.1	3	7.9	11	11.7
More quantitative management	1	4.0	3	9.7	4	10.5	8	8.5
Less quantitative management	--	--	--	--	--	--	--	--
More finance	2	8.0	1	3.2	2	5.3	5	5.3
More human relations	1	4.0	1	3.2	3	7.9	5	5.3
Less human relations	1	4.0	--	--	--	--	1	1.1
Less production	--	--	--	--	3	7.9	3	3.2
More economics	--	--	1	3.2	2	5.3	3	3.2
More marketing	--	--	2	6.5	1	2.6	3	3.2
More production	--	--	--	--	2	5.3	2	2.1
More general management	1	4.0	1	3.2	--	--	2	2.1
Less general management	--	--	--	--	--	--	--	--
More acctng	--	--	--	--	2	5.3	2	2.1
Less acctng	--	--	--	--	--	--	--	--
More business & society	1	4.0	--	--	--	--	1	1.1

[a]Many of those desiring modifications suggested more than one change.

TABLE 22 -- Continued

MDP Replies							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
11	37.9	10	32.3	28	49.1	49	41.9
17	58.6	19	61.3	27	47.4	63	53.8
1	3.4	1	3.2	3	5.3	5	4.3
--	--	--	--	1	1.8	1	0.9
1	3.4	1	3.2	3	5.3	5	4.3
--	--	4	12.9	1	1.8	5	4.3
--	--	3	9.7	6	10.5	9	7.7
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--
1	3.4	1	3.2	1	1.8	3	2.6
--	--	1	3.2	1	1.8	2	1.7
1	3.4	--	--	1	1.8	2	1.7
--	--	2	6.5	--	--	2	1.7
4	13.8	7	22.6	2	3.5	13	11.1
--	--	1	3.2	1	1.8	2	1.7
--	--	--	--	--	--	--	--

TABLE 22 -- Continued

Reactions Expressed	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Less marketing	--	--	--	--	--	--	--	--
English	--	--	--	--	1	2.6	1	1.1
Improve mgmt game	--	--	--	--	--	--	--	--
Small business mgmt	--	--	--	--	1	2.6	1	1.1
2. Pedagogical mod. sugg.								
More cases	--	--	3	9.7	2	5.3	5	5.3
Consulting case work	--	--	1	3.2	--	--	1	1.1
More group activity	1	4.0	2	6.5	1	2.6	4	4.3
More lectures	--	--	--	--	--	--	--	--
Fewer lectures	1	4.0	--	--	--	--	1	1.1
Half case, half lecture	2	8.0	--	--	--	--	2	2.1
More problem solving	2	8.0	--	--	--	--	2	2.1
Fewer cases	--	--	1	3.2	--	--	1	1.1
3. Procedural mod. sugg.								
More electives	4	16.0	1	3.2	6	15.8	11	11.7
Make course continuous	--	--	--	--	--	--	--	--
Shorten course	--	--	--	--	--	--	--	--
Lengthen interval	--	--	--	--	--	--	--	--
Raise entrance requirements	--	--	--	--	--	--	--	--

TABLE 22 -- Continued

MDP Replies							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
--	--	2	6.5	2	3.5	4	3.4
--	--	--	--	--	--	--	--
--	--	3	9.7	6	10.5	9	7.7
--	--	--	--	--	--	--	--
--	--	1	3.2	--	--	1	0.9
--	--	--	--	--	--	--	--
2	6.9	3	9.7	1	1.8	6	5.1
--	--	--	--	1	1.8	1	0.9
1	3.4	1	3.2	--	--	2	1.7
--	--	--	--	--	--	--	--
--	--	2	6.5	--	--	2	1.7
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--
1	3.4	2	6.5	1	1.8	4	3.4
3	10.3	--	--	--	--	3	2.6
--	--	--	--	1	1.8	1	0.9
1	3.4	1	3.2	--	--	2	1.7

TABLE 22 -- Concluded

Reactions Expressed	MBA Replies							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
4. Qualitative mod. sugg.								
Better instruction	5	20.0	6	19.4	5	13.2	16	17.0
Better & more integrated courses	1	4.0	2	6.5	4	10.5	7	7.4
Would attend different program	--	--	--	--	2	5.3	2	2.1
Harvard	--	--	--	--	2	5.3	2	2.1
MBA program	--	--	--	--	--	--	--	--
MIT Sloane program	--	--	--	--	--	--	--	--

MDP Replies							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
3	10.3	2	6.5	6	10.5	11	9.9
1	3.4	--	--	1	1.8	2	1.7
1	3.4	2	6.5	2	3.5	5	4.3
1	3.4	--	--	--	--	1	0.9
--	--	2	6.5	1	1.8	3	2.6
--	--	--	--	1	1.8	1	0.9

Qualitative Suggestions

Quality is more of a problem with MBA's than with MDP's, as earlier tables also demonstrated. There were 17 per cent of MBA's wanting better instruction and 7.4 per cent desiring better and more integrated courses. Among the MDP's, 9.4 per cent seek better instruction.

FUTURE SELF-DEVELOPMENT IN BUSINESS

There is a remarkable similarity in dispositions towards further business education of any type by the graduates of the two programs. This is shown in Table 23 and summarizes answers to question 10(a):

How favorably disposed are you to further business education in the future of any type or length?

- Very favorable ☐
- Moderately favorable ☐
- Undecided ☐
- Somewhat favorable ☐
- Very unfavorable ☐

TABLE 23

DISPOSITIONS TOWARDS FURTHER BUSINESS EDUCATION OF ANY TYPE

Attitude Reported	MBA Replies				MDP Replies[a]			
	Percentages				Percentages			
	1967	1968	1969	Total	1967	1968	1969	Total
Very favorable ..	60.0	51.7	60.6	57.5	50.0	67.7	62.5	60.9
Moderately favorable	20.0	41.9	26.3	29.8	39.3	22.6	26.8	28.7
Undecided	12.0	3.2	7.9	7.4	10.7	3.2	8.9	7.8
Somewhat unfavorable	8.0	--	2.6	3.2	--	6.5	1.8	2.6
Very unfavorable ..	--	3.2	2.6	2.1	--	--	--	--

[a]Two respondents of the 1969 MDP group failed to reply.

The majority of MBA's and MDP's are very favorable to future business education and most of the rest are moderately favorable. This information supplements the replies in Table 11 in the sub-category on the degree to which the programs stimulated efforts at future career development. Replies to that question were 69.2 per cent in the good-strong rating for the MBA's and 68.4 per cent for the MDP's. Both groups, therefore, are favorably disposed to future business education as part of their future efforts in career development. Specific programs or courses preferred by respondents are listed in Table 24 which is useful information to universities

TABLE 24

PREFERENCES FOR FUTURE PROGRAMS OR COURSES IN BUSINESS

Type of Program	MBA Replies[a]							
	1967		1968		1969		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Advanced degrees	4	16.0	2	6.5	5	13.2	11	11.7
Seminars, courses-subject unspecified	5	20.0	4	12.9	6	15.8	15	16.0
Seminars, courses-subject specified[b]								
General m'gm't courses	3	12.0	3	9.7	5	13.2	11	11.7
Accounting & control	--	--	--	--	--	--	--	--
Business law	--	--	1	3.2	4	10.5	5	5.3
Business, society & gov't	4	16.0	4	12.9	4	10.5	12	12.8
Computer tech	4	16.0	7	--	8	21.1	19	20.2
Economics	--	--	1	3.2	2	5.3	3	3.2
Finance	1	4.0	4	12.9	9	23.7	14	14.9
Human and labor relations	6	24.0	4	12.9	7	18.4	17	18.1
Marketing	4	16.0	1	3.2	6	15.8	11	11.7
Personnel	--	--	3	9.7	--	--	3	3.2
Planning	--	--	1	3.2	--	--	1	1.1
Production	1	4.0	1	3.2	2	5.3	4	4.3
Quantitative m'gm't	2	8.0	1	3.2	2	5.3	5	5.3
Sensitivity training	1	4.0	--	--	--	--	1	1.1
Systems	1	4.0	1	3.2	1	2.6	3	3.9
Small business m'gm't	1	4.0	1	3.2	--	--	2	2.1
Others	--	--	4	12.9	--	--	4	4.3

[a] In computing percentages, number of replies are applied to total number of participants in group. Many participants made multiple replies.

[b] Many respondents specified more than one subject field.

TABLE 24 -- Continued

MDP Replies[a]							
1967		1968		1969		Total	
No.	Percent	No.	Percent	No.	Percent	No.	Percent
--	--	2	6.5	2	3.5	4	3.4
6	20.7	8	25.8	12	21.1	26	22.2
5	17.2	5	16.1	14	24.6	24	20.5
2	6.9	2	6.5	5	8.8	9	7.7
--	--	--	--	--	--	--	--
2	6.9	2	6.5	3	5.3	7	6.0
4	13.8	1	3.2	6	10.5	11	9.4
5	17.2	4	12.9	4	7.0	13	11.1
10	34.5	4	12.9	17	29.8	31	26.5
5	17.2	4	12.9	8	14.0	17	14.5
2	6.9	2	6.5	4	7.0	8	6.8
3	10.3	1	3.2	2	3.5	6	5.1
--	--	--	--	--	--	--	--
2	6.9	2	6.5	--	--	4	3.4
1	3.4	1	3.2	1	1.8	3	2.6
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--
--	--	--	--	--	--	--	--
1	3.4	1	3.2	--	--	2	1.7

and companies planning course work in business for participating managers. It summarizes answers to question 10 (b) of the questionnaire:

> What types of business courses, seminars, or programs would most likely attract your future attendance?

What is perhaps most surprising is the large percentage of MBA's interested in advanced degrees (11.7%). Several MBA's specified a doctoral program in business administration. A large percentage in each group (16% of MBA's - 22% of MDP's) mentioned seminars or courses in a general way without specifying content. Many others were quite specific as to courses. Especially desired by MBA's are computer technology (20.2%), human and labor relations (18.1%), finance (14.9%), business and society (12.8%), and general management (11.7%). MDP's want finance (26.5%), general management (20.5%), human and labor relations (14.5%), economics (11.1%), and computer technology (9.4%). Both groups want more of essentially the same course material, although the degrees of desire are somewhat different. This is evident especially in finance, general management, and human and labor relations. It seems that the MBA and MDP programs actually whetted the desire of many graduates for additional work in the very fields which represented their objectives when enrolling and which proved reasonably effective in the programs.

ADDITIONAL COMMENTS

Question 12 invites comments from respondents on any matter of interest:

> Your cooperation and effort are greatly appreciated. Please feel free to use the remaining space to make any additional comments.

There were 41 responses from MBA's (44%) and 35 responses from MDP's (30%). The intent of the question was to provide a means of obtaining information and suggestions not built into the formal structure of the questionnaire. Some of the responses were mainly repetitions of answers given in the main body of the questionnaire. However, other comments either give a special tone to the earlier answers or make additional comments or suggestions as to strengths or weaknesses of the MBA or MDP.

MBA Program

Many respondents had unreserved praise for the MBA program and its influence since graduation:

"My MBA is the main reason for my rapid progress since then," exclaimed one graduate.

"Only my MBA enabled me to launch a successful part-time business," enthused another.

"It was ideal for an engineer; it broadened my view of the business realities" was the comment of a third graduate.

"The MBA opened many doors", commented a fourth graduate. "It was ideal for the working student who can gain much from it but must give a lot as well. I went on for my doctorate."

A fifth student asked simply that Northeastern start a DBA program as soon as possible.

Another respondent mentioned that he had spent nine years at night to obtain his undergraduate degree. He was surprised at his acceptance for graduate work. "The MBA was tremendous. Please accept more like me."

Still another graduate remarked on the practicality of the MBA and its orientation towards the adult student. But one graduate complained of the lack of guidance and placement even though he thought the program itself very valuable. "It is difficult for an adult to repair long-standing vocational mistakes without guidance and placement assistance." In the same vein, one man suggested that thorough, individual career analysis precede the start of the MBA program.

There were many comments on the MBA faculty and courses. The reactions ranged from great enthusiasm to some disappointment. Compare these comments:

"Several great lecturers made up for most of the rest."

"Marketing courses were some of the best I've ever had. They presented new ways of attacking problems and stressed action now."

"The MBA was stimulating and rewarding, especially the professors who were experts and good teachers as well."

"There were many unprepared students and spotty faculty preparation."

"Eliminate certain weak instructors."

"Ninety per cent of instruction was good, although some courses were undisciplined and had no defined goals."

"Instructors ranged from excellent to very poor."

"Some of the faculty did not communicate very well."

"The instruction was mixed. Too much case study."

"Teaching was excellent to good, but some courses were too easy and others much too detailed, especially finance and control."

"There wasn't enough emphasis on creativity and breaking new ground. There was too much emphasis on conservatism and preservation--making us 'keepers of the zoo'. This is probably true generally of business schools."

There were also some deeper issues raised. One graduate observed that there is no true communication between business leaders and business educators, that neither one really recognizes or serves the other. Another doubted that business really recognized the MBA except as a goal attained or an achievement made, good on the record but of little substantive worth. A third man suggested a reason for this. He saw the educational process lagging the available technology and the business need. He suggested faculty/student teams to combine educational perspectives and business applications. An additional comment emphasized the value of much more competitive case discussion and more student-teacher exchange. It included a plea for de-emphasis of traditional classroom techniques of note-taking, grades, etc. A further suggestion pursuing this point advocated a teaching role for the MBA students who are constantly in the role of teachers in instructing both their bosses and their subordinates. A final comment on methodology noted that education's future lies not in transferring information or knowledge but in promoting use of in orma-tion transfer systems and in fostering productive working relationships with people. There were scattered other comments suggesting more industrial marketing, "T" group training in human relations, more electives, and separate MBA programs with a technical and non-technical emphasis.

MDP Program

There were significantly fewer reservations or unfavorable comments about the MDP than about the MBA, although suggestions were frequent for improvements and changes of emphasis. In fact, there was no evidence in these spontaneous remarks of any basic dissatisfaction with any facet of the program. Some illustrative comments follow:

"I have received more knowledge in this course than in all my prior education."

"Very enjoyable, especially learning from others and teaching them."

"Generally excellent. I want to repeat it 10-15 years from now [respondent's age 33]. One must upgrade education as industry changes."

"Very well-planned program. I gained a lot of knowledge to use in my daily duties."

"I got more out of the course than I anticipated, and my career has changed dramatically since then. I was able to apply the course work to my job responsibilities."

"A high level of student participants and faculty with its broad experience and commensurate ability."

"The course is great. Improve a couple of instructors and it will be superb. The interactions of participants absolutely essential. If you have an advanced course, register me."

"All key executives should take an MDP or similar refresher every ten years."

While these testimonials are significant, other remarks were more specific and, sometimes, critical. There were criticisms of one or two individual faculty members and even of fellow-students.

"The members of my group seemed to want recipes for solutions of management problems."

"It was gratifying to see so much interest in my field of accounting by non-accountants."

"It was difficult to absorb so much material in so short a time, although areas of special interest did become much clearer."

"The interrupted schedule was the major factor in allowing my attendance and encouraging my devotion to class work."

"The working groups should have more time to work together and be given more varied but specific instructions."

"The management game should be de-emphasized."

"Production needs more specific attention."

"The business game needs better and more clearly defined objectives."

"The live-in atmosphere is ideal for the MDP. The human relations training was particularly important for us technicians."

"Legal matters need more emphasis."

"The best instruction was in the areas of my greatest interest--finance and accounting."

The basic effectiveness of both programs comes through in the many remarks quoted. Both programs seem to be having similar results in broadening the participants, upgrading their knowledge, and generally equipping them for wider and increased

responsibilities. The programs also seem to have aroused in many of the graduates a respect for advanced business education and admiration for what happened to them. Many of their educational insights are not only highly sophisticated but, in some cases, quite philosophically current in terms of educational self-appraisal. While these spontaneous remarks have no real surprises, they confirm in a more personal way many of the strengths and weaknesses of the MBA and MDP that show up more formally in earlier sections of this chapter.

CHAPTER V

Implications of the Study

SUMMARY

The acceptance of graduate business education by mature, experienced managers represents a widening of the original concept of the university business school as a means of preparing young men for professional careers in management. The separate MBA and MDP approaches appear equally effective for older managers overall. However, the MDP teaching/learning team approach and its de-emphasis of traditional academic devices of grades, exams, etc. seems more acceptable to an adult clientele and in several ways duplicates the real business atmosphere. It also melds the adult experience into the academic program in ways that suggest a possible model of a true professional school. Such a true professional school would link closely the resources of the schools to the needs and experiences of business. It would presuppose careful and continuous assessments of individual needs in relation to the resources of the schools and the requirements of the firms. It would emphasize continuing education and a curriculum designed to supplement the co-curricular efforts of the business firms. It would have clear notions of what a truly professional manager requires for his continued managerial development. It would bring together the enthusiasm of the younger student, the experience of the older student, and the special competence of the faculty in suggesting new directions and breaking new ground. There would be continuous appraisal both by the schools and by business to assess the quality of attainments and to suggest future needs. Business would then be more confident in the schools and their readiness to cooperate in the educational objectives of the firms. This would encourage the close interrelationship of individual career planning with the long-range objectives of the firm and the close cooperation of the schools with both.

The MBA and MDP programs represent an extraordinary development of the original business-school concept as described in Chapter II. The original business schools were founded at the turn of the century to produce managers who would be broadly trained for business leadership. The great problem faced by the pioneering schools was to formulate a business school curriculum that would be demonstrably professional and accepted as such by a skeptical business community. The schools were geared to the preparation of young men for careers in management. But their acceptance by the business community was minimal even for educating young men, for, "after all, can you really teach business."

It was inconceivable that older, experienced men who had already been in business for many years would return to the university to study business. Yet this is precisely what has happened. Older businessmen in large numbers are enrolled in MBA and management development programs and they consider this education important to their career development. Yet this acceptance by a naturally skeptical business clientele must be attributed in great part to the surge of adult education, in its many manifestations, which is a particularly American development. Chapter III traces the movement through its many stages of growth starting in the latter part of the nineteenth century in this country. Thus the established position of adult higher education for business rests on these two concurrent movements of the founding of business schools at universities and the widening of university education to encompass adult needs as well as adolescent needs.

Chapter IV demonstrates the large degree of success attained by the two approaches to graduate business education for adult businessmen. But it would be a mistake to consider them as somehow separate and distinct approaches. University executive development programs are outgrowths of graduate business education. They take place at the business schools, use business-school faculties, and benefit from business-school research. Nevertheless, they have an exclusively experienced, mature adult clientele and consciously reflect the principles of adult education in their design by building upon the experience of their participants and consciously using that experience. They are also much more concentrated in format and shortened in time span. It seems appropriate to consider the implications of some specific results of the two Northeastern programs to both the university and the business communities. By extension, too, most of these implications would have application to the wider university and business worlds since the Northeastern University MBA and MDP programs are similar to parallel programs elsewhere.

IMPLICATIONS FOR THE UNIVERSITY

Teaching and Learning

There was considerable dissatisfaction expressed about MBA teaching, with 26.6 per cent citing inadequate instruction as a failure in expectations and another 12.8 per cent complaining of poorly organized courses. Much of this criticism

probably should be taken on its face value, but the supplementary comments at the end of the questionnaire suggest other implications. There was a plea for less emphasis on traditional educational devices of examinations, quizzes, etc. coupled with another suggestion for a much greater real involvement of students with teachers and with one another.

The suggestion that management itself is very much a process of teaching through interaction is a reminder that the MDP relies heavily on the teaching/learning team and dispenses with grades, examinations, etc. Instead, in the MDP, there are carefully constructed teams representing different functional specialties, industry and company size and type, and varied ages and geographies. These complement the formal instructional sessions by the faculty, and the faculty both uses the groups and interacts with them. Not only is substantive knowledge conveyed in this way but the process itself is a realistic facsimile of relationships and communication within a business organization. This approach also takes some of the pressure off the faculty. Teaching becomes less a performance and more of a productive, working relationship with the students who themselves have both a role and co-responsibility for the learning that takes place. Artificial motivational devices, such as grades, are replaced by the genuine motivations brought to the learning situation by mature adults and by the very real social pressures to make a contribution of one's own expertise. It is doubtful whether MBA programs, especially part-time evening versions, fully tap the resources of MBA attendees.

Related to this is the mixed nature of the student body which contains many younger men recently out of college and with little or no actual business experience. The MBA faculty must consider the special requirements of both the younger and the older, experienced men. In reaction to this, one MBA graduate suggested separate "tracks" for the two groups which would meet separately. This may be desirable for some purposes but disfunctional for others, such as "business and society" where the more burning concerns of younger men can be related effectively to the experiences and maturity of the older men. Here again, the teaching/learning team has potential value for building on the strengths and supplementing the weaknesses of participants.

Turning to the faculty itself, experience in the Management Development Program shows the importance of careful selection of faculty for teaching in any program geared for adults, and especially for adults who are experienced themselves in one or another field of study. There were several comments by MBA's about "so-called experts" and they were particularly biting because they reflected disillusionment. Where the instructional approach is teacher-oriented it is particularly necessary that the "expert" have sufficient background himself to be convincing.

Special Problems of the Adult Learner

The early part of Chapter IV sketched a profile of MBA and MDP attendees. Even after the extensive screening necessary for comparability of the study, it is striking how diverse are the backgrounds of the MBA and MDP attendees in terms of specialties, positions, years of experience, ages, and salary levels. This illustrates

the special problems of educating adults, even in a specific career field such as business. In contrast, adolescents seem a considerably more cohesive group, granting their unique developmental problems. The goals of the adult business students, at least of Northeastern University's MBA and MDP groups, are clearly identifiable into categories of broadening, career advancement, knowledge of specific subject-matter, and personal development.

Universities as well as business organizations would be mistaken in concluding that career objectives are clearly delineated and even fixed. The attendance of many MBA's is evidently motivated by desires for career change and vocational "correction", as one man put it. He complained of inadequate guidance and placement facilities. Another's suggestion for individual career guidance before the start of the MBA program argues that career planning, even in a graduate professional school, is incomplete on the part of some enrollees. This is bound to affect both their motivation and their performance.

Curriculum

There are several questions raised by responses to the questionnaire. The first involves the reconciliation of institutional and individual objectives. For example, the business schools are emphasizing quantitative methods, behavioral approaches to management, and the obligations of business to the broader society. Only behavioral study was prominent among the objectives of MBA's and MDP's, and the perceived effectiveness of quantitative and societal courses was unimpressive. The participants are career-oriented and favor practical material to help them meet their own practical managerial problems. This, of course, involves their motivations, and, thereby, the effectiveness of the "unwanted" subject-matter. Sometimes a professional school neglects to enunciate what the requirements of a true profession are. This is even more the case when the profession is relatively new or not fully defined, as with management. Yet it is obvious that a professional man must be comfortable in the scientific methods of his profession and knowledgeable about the role of that profession in society, which is its basic justification. The essential question remains of how best to convince the candidates for an MBA degree or MDP certificate of the importance and pertinence of very central areas in their programs.

A second question involves the experienced student's own area of expertise. Table 11 in Chapter IV shows that the MBA and MDP programs are weakest in contributing to the student's knowledge of his own field of business. There are obvious reasons why this is a difficult problem to resolve since most of the men return to the university with extensive background in a particular business specialty. Nevertheless, it must be disappointing to encounter few advanced concepts or even different insights into one's own field. How can such a student be stimulated in his own area? In the case of the MBA, at least, advanced standing is one possibility -- provided there are enough advanced electives to satisfy a hunger in the desired specialty. Other possibilities include independent study and seminars for experienced marketing men or production men or accountants where they can be forced to reach beyond their level of experience.

123

There might also be an opportunity to require some significant research into a major problem area in a particular field. This could be done in close co-operation with a member of the faculty who has an interest in the particular area. It would give the student some additional depth in his own field, perhaps reinforce his own theoretical thinking, and give the professor/adviser the benefit of the man's experience. Professional degree programs have tended to soften research requirements, especially with the gradual elimination of MBA theses in most business schools. Yet research would seem particularly useful where a student is already at a significantly advanced stage in his field. In the case of the MDP, it is also possible to offer electives but, perhaps more practically, to arrange informal seminars or dinner meetings for students from the several functional specialties.

A third question concerns the area of financial management. This subject outranked all other fields of study on the lists of objectives of both MBA's and MDP's. Among those listing this objective it was near the top of all their objectives. Even after completion of the programs -- and finance rated high in subject-matter impact -- 14.9 per cent of MBA's and 26.5 per cent of MDP's wanted still more work in finance, as expressed in their preferences for future courses or seminars in business. How can this demand for financial management be best satisfied? The MDP puts special emphasis on finance and control but there is still the desire for more after completion of the program. One possibility is to make additional electives available and to allow substitution of these for courses in a student's own field of business.

Finally, there was that devastating criticism by one MBA that creativity and breaking of new ground were missing elements in the MBA program. Of course, this single comment may not be significant. Yet this is a time for questioning by all universities of why they exist and what it is they purport to do. It is only necessary to recall the overwhelming desire of participants for broadness of thinking, background, and knowledge as well as the frequently expressed goal of "latest management techniques" to raise the basic question as to whether the business schools are failing their students. Are the business schools only "keepers of the zoo", as the disappointed MBA graduate concluded, and is he correct that this is probably universal among the business schools? With all of these successes to date, it is possible for the business schools to be much more than they are today, and there are implications of the study for some future directions.

Future Directions of Business Schools

Chapter II traced the origins and growth of university business schools from their early foundings through their lengthy process of becoming what they are today. Perhaps their greatest struggle was for acceptance as worthy professional schools by the very clientele they wished to serve, viz. business organizations and their professional managers. And we suggested earlier in this chapter how far the schools had come when so many older, experienced managers thought it worthwhile to return to the university. Nevertheless, recall the comments by two MBA's that

business does not really take seriously the business schools and what they have to teach. Recall, too, from Chapter II the comment by Zalaznick that business uses the schools as recruiting centers and otherwise gives lip-service to them. One conclusion is certainly obvious: there is simply not that close and serious bond between the business schools and the managerial practitioners as there obviously is between the medical schools and the medical profession, for example. This close relationship in medicine is largely the result of the reforms early in this century under the prodding of Abraham Flexner, when the work of the medical schools became closely linked to the work of the hospitals through the clinical approach.

What can be done with the business schools? It may well be that the adult component in the business schools is the really extraordinary basis for a true professional school. More than in any other field, including medicine, experienced managers -- even senior managers with great responsibilities -- have accepted the concept of continuing education in business. These managers bring to the schools an element of experience that is invaluable if properly used. But they come to the schools as individuals, even when sponsored and financed by their companies. The relationships between the schools and the firms are as between seller and buyer -- often friendly, sometimes quite close, but always based on the exchange principle that the schools may have a product that business will find useful.

Industry has not really been involved in a close relationship with the schools which would entail joint planning, mutual determination of professional needs and professional standards, meaningful internships of faculty and younger students in industry, and a genuine voice by industry in what is offered by the schools. This was the early arrangement at the Harvard Business School, but it was during that early period when the business schools were new and not really accepted in any general sense. If the relationship were really close and fully culled all of the possibilities, one can foresee a managerial professional school linking younger, inexperienced men with older, experienced managers; tieing experienced managers to senior faculty members in a series of problem-solving and research efforts; having industry take responsibility for the gaps in faculty knowledge and experience by exposing them to current business problems, either through consulting or even through direct employment for a time; and, in return, the universities' making available to the firms the collective strengths available in the business schools. In this way, perhaps, the education of managers for business could be removed from the present dual-track system (more or less) where education takes place apart from practice, except for a few gestures. The business firms themselves and, of course, their managers would be much more conscious of their real academic weaknesses (e.g. financial management) through much closer relationships to the schools and the schools, in turn, could respond much more quickly.

This suggests a basic restructuring of graduate business education, especially where the experienced adult component is large. The survey failed to prove that the executive development approach (MDP) is <u>more</u> effective than the MBA, but it did indicate its substantially <u>equal</u> effectiveness. Traditionally there has been a

clear distinction between the degree-oriented MBA programs and the non-degree "shorter programs". The degree programs (MBA) have maintained the classic approaches of courses, papers, examinations, formal prerequisites, etc. The non-degree programs (MDP) have been more concentrated, more flexible as to content and approach, and more adapted to the nature of their clienteles. The question has often arisen as to why academic credit cannot be given for successful completion of an MDP-type program. This question is an appropriate one, but an even deeper question can be asked. Why cannot the MDP approach be expanded into a degree program? Unquestionably, this would entail a radically different approach to degree requirements in the business schools. Evaluation would be especially critical, but the continued success over many years to university executive programs argues to the viability of this approach among serious-minded, mature managers.

Even apart from any basic change in the approach of the business schools to graduate education, there is an evident need for continuous appraisal of strengths and weaknesses in order to provide means of corrective action, where necessary. The means of evaluation are best pre-determined and made a regular part of the program rather than occasional or to meet a particular problem situation. The MDP uses three approaches to program evaluation: (1) weekly meetings with participant representatives to discuss all facets of the program to date, (2) a visiting Advisory Board, composed of academic and industry representatives, and (3) a formal questionnaire at the conclusion of the program.

The study shows clearly the desire of MBA and MDP attendees for continued career development and further course work. This confirms the concept of continuing education in its strict sense of extending learning beyond a single period of time or a particular course or program. This is so especially of professional training which must be developmental to meet the growth and changes in the professional field itself. Respondents to the questionnaire indicated their needs for future courses and programs -- and these were mostly extensions of their original needs and objectives. It is probably true that university business schools have only a general knowledge of the market for further courses in business. Without specific knowledge of educational needs of their graduates, it is practically impossible for the business schools to show a genuine commitment to continuing education in any organized fashion.

One final comment regarding the universities. There seems to be substantial interest among MBA's in advanced degrees, with 11.7 per cent expressing such interest and several stressing their interest again in the spontaneous section at the end of the questionnaire. Doctoral programs, of course, require substantial resources, but the interest in such programs appears significant. With respect to degree programs, there may be considerable merit in joint graduate programs -- engineering-business, science-business, education-business, and law-business to anticipate some of the needs for professional business education that become so clearly felt as a man progresses in his career.

IMPLICATIONS FOR BUSINESS

The results of the study have several basic implications for the educational policies of corporate business. These involve the objectives of the organizations as well as of individuals, the relationship of internal and external education, the timing of education ("teachable moment") and its frequency, the motivations of managers and the proper channeling of these motivations, and the selection of educational programs and appropriate personnel to attend them.

Individual and Organizational Objectives

The business community shares with the business schools the task of initial and continuing education of managers which is the real source of their relationship. Each has a role in a manager's education which complements the role of the other. At the same time, it is clear from the study that participants in MBA and MDP programs have an overwhelming commitment to further career development and to more business courses of every variety. The basic organizational question is one of educational policy -- what are the educational needs of managers, what programs should be developed within the firm, how can the graduate business schools be of greatest help in meeting career needs, and how can the individual manager be a principal determinant of what happens to him educationally within the parameters of the organization's needs?

In many instances this alignment is missing. Large numbers of individual managers enroll in MBA programs while still in their early 30's. Companies may finance these individual decisions through tuition rebates but otherwise show only the most general interest in the individual's goals, plans, or progress. This can be a prescription for false direction, disillusionment and eventual disaffection. On the other hand, the company takes a positive stand on the MDP, not only financing it but usually selecting it and integrating it into its plans for the manager. However, it often comes at a much later age, if we recall that 24 per cent of MDP attendees enrolled when in their late 40's. Of course, many companies do send younger managers to MDP programs, and these are often the younger and more dynamic companies.

Timing is very important in education. If there were a clear plan for the educational development of the individual manager, formulated in consultation with the manager and based on clearly enunciated career objectives understood by the organization and the individual, there would be less career planning apart from the obvious career channel, the organization. It would also tend to reduce simple degree-chasing which substitutes symbols for success. It should also have important effects on recruitment because there would be a clear policy on managerial development, especially its educational aspects, which could go far to obviate a frequent tendency to accept a management job "to get experience" rather than for its own career potential. But the most important effect of planned career development through continuing education is likely to be the true professionalization of management, combining continued education with continued experience in a planned, goal-oriented way.

127

Education Within and Outside the Organization

Both the MBA and MDP face the problem of meeting widely differing objectives as expressed by both groups. Participants want both broad thinking and background for general management and self-development plus some very specific subject-matter, especially financial management. While these goals are not contradictory, they point up perceived gaps in managerial development that the organizations have not rectified during many years of experience. Lack of financial knowledge is particularly apparent and this is an area basic to almost every aspect of managerial planning and decision-making. It seems unwise for an organization to neglect such a vital area until very advanced stages in a manager's career. And there are other areas -- computer technology is an example -- where planned career development, as suggested above, would reveal such areas of weakness as a first stage in the corrective process. It would also allow the business schools to concentrate on some of the broader areas of managerial education that are central to participant attendance at MBA or MDP programs: (1) the newest thinking in every aspect of management, (2) current managerial problems and the latest approaches to solving them, and (3) the various influences of the larger society and their effects on the manager's planning and decisions. This is not to argue that the schools should provide no work in such subjects as finance but that the role should be shared with industry as part of the continuing educational and development process.

This implies, too, a closer involvement by the company, in the outside courses and programs it is financing insofar as they relate to professional development as opposed to courses in literature, the arts, etc. which have more personal implications. It may actually be a harmful policy to encourage MBA attendance, for example, without knowing the content of the planned program, the motivations of attendance, and the personal career aspirations of the employee. In fact, such attendance may well be a signal of employee discontent and intentions to change jobs. Table 13 of Chapter IV shows that 57.5 per cent of MBA's attributed new career prospects to their MBA completion vs. 23.9 per cent for the MDP's. Among the MDP's, in particular, much of this was undoubtedly without a change in company. Here again, the practice of thorough, individual career analysis seems appropriate, and if the relationships between the business schools and business organizations were really close the analysis could be a joint effort to determine the most appropriate educational program to enhance the career progress of the individual.

Evaluation

This study has been concerned with one aspect of evaluation of program effectiveness, viz. the self perceptions of participants as to the results of their attendance on their own development. An organization, of course, must consider this aspect of an educational course as well as a before- and after- appraisal of the individual's effectiveness in accordance with organizational goals. In many cases the goals and results will converge but often they will differ. But knowledge is the

precursor of reconciliation of differences as well as a means of preventing unnecessary divergence. Much of the study seems to point up areas where the individuals attending and their respective organizations lack this interplay of valuable knowledge on any thorough and continuing basis.

129

APPENDICES

APPENDIX I

QUESTIONNAIRE

TO

NORTHEASTERN UNIVERSITY GRADUATES

of

The Master of Business Administration Program

and

The Management Development Program

Classes of 1967, 1968, and 1969

1. (a) Did you attend the MBA ☐ or the Management Development Program (MDP) ☐ ?

(b) Month and year you started _____

(c) Month and year of completion _____

2. Try to recall your expectations as you first began your Program at Northeastern University. W- goals did you hope to attain from your experience of graduate business education? List them in the order of importance to you at that time.

_____

_____

_____

_____

_____

3. The following principal areas of study were included in your program. For each area, rate the amount of impact on you in terms that you consider important to your own development. These might include increased interest, more knowledge, greater skill, or broadened awareness of problems and their implications.

SUBJECT AREA	AMOUNT OF IMPACT			
	None	Fair	Good	Strong
(a) Economics	☐	☐	☐	☐
(b) Finance	☐	☐	☐	☐
(c) Accounting & Control	☐	☐	☐	☐
(d) Quantitative & Statistical Methods	☐	☐	☐	☐
(e) Organizational Behavior & Human Relations	☐	☐	☐	☐
(f) Labor & Personnel Relations	☐	☐	☐	☐
(g) Marketing	☐	☐	☐	☐
(h) Production	☐	☐	☐	☐
(i) Computer Technology	☐	☐	☐	☐
(j) Legal, Social & Political Environment of Business	☐	☐	☐	☐
(k) Government Regulation of Business	☐	☐	☐	☐
(l) General Management & Administration (includes work in Business Policy, Organization, Planning, and Mgt. Decision Exercise)	☐	☐	☐	☐

4.(a) What relationship is there between your participation in the MBA or MDP program and any salary increase, promotional opportunity, heavier responsibility, or new career prospects that you may have received while you were at Northeastern University or since you completed your course work

EVENT	PERCEIVED RELATIONSHIP		
	None	Uncertain	Direct
A. salary increase	☐	☐	☐
B. promotional opportunity	☐	☐	☐
C. heavier responsibility	☐	☐	☐
D. new career prospects	☐	☐	☐

(b) If you indicate a direct relationship, is this because:

A. You were able to apply the MBA or MDP training to your work- ☐

B. Your company gives special recognition for completion of the MBA or MDP- ☐

C. Another reason (please specify)_____

_____

_____

5. (a) How effective was the faculty's teaching?

☐ Excellent- teaching was very effective overall- only rare weakness

☐ Good- teaching was generally effective, although there were some weak spots

☐ Fair- there was a mixture of good and bad teaching

☐ Poor- there was evident weakness in teaching, with good teaching rare in the program

(b) There are many approaches to instruction in business education, including lecture, case analysis, role playing, panel discussion, workshop problem-solving, group study, etc. What approaches did you find particularly effective and why?

_____

_____

_____

_____

_____

_____

(c) What approaches did you find least effective? Why?

_____

_____

_____

_____

6. As you look back on your attendance at the MBA or MDP program, please try to assess the amount of effect the program had on you:

	AMOUNT OF EFFECT			
	None	Fair	Good	Strong
(a) It broadened my thinking-	☐	☐	☐	☐
(b) It increased my knowledge of the world and U. S. Economies-	☐	☐	☐	☐
(c) It made me more aware of a broader range of business problems-	☐	☐	☐	☐
(d) It gave me greater knowledge of other areas of business besides my own-	☐	☐	☐	☐
(e) It showed me how the various business functions interrelate-	☐	☐	☐	☐
(f) It gave me more knowledge of my own field of business-	☐	☐	☐	☐
(g) It increased my competence for my future career-	☐	☐	☐	☐
(h) It improved my skill at analyzing data, problems, and potentials in preparation for decisionmaking-	☐	☐	☐	☐
(i) It improved my management skills of planning, organizing, controlling, and motivating-	☐	☐	☐	☐
(j) It improved my problem-solving ability-	☐	☐	☐	☐
(k) It increased my ability to communicate and work with others-*	☐	☐	☐	☐
(l) It increased my ability to effect organizational change-	☐	☐	☐	☐
(m) It made me more unbiased in viewing others' opinions-*	☐	☐	☐	☐
(n) It enhanced my self-reliance in thought & judgment-	☐	☐	☐	☐
(o) It stimulated my desire for further study of business and its procedures-	☐	☐	☐	☐
(p) It made me more aware of strengths & problems of my business associates-	☐	☐	☐	☐
(q) It increased my respect for different points of view-	☐	☐	☐	☐
(r) It made me more aware of business' role in society-	☐	☐	☐	☐
(s) It increased my confidence in my own abilities-	☐	☐	☐	☐
(t) It stimulated me to greater efforts in career development-	☐	☐	☐	☐

* eliminated on final version due to inconsistency on the test-retest.

7. As you now look back on your participation in the MBA or MDP program, in what respects was the program of greatest advantage to you?

8. Did the MBA or MDP fail to meet your expectations in any way?

9. If you could plan and choose your advanced business education all over again, would you---

(a) attend the same program ☐

(b) attend the same program, if it could be modified in the following respects: ☐

(c) choose some other approach than the program attended (examples: a series of short courses, the same program in a different school, an MBA if you were MDP, a short MDP-type course if you were MBA, etc.) ☐

10. (a) How favorably disposed are you to further business education in the future of any type or length?

Very favorable	☐
Moderately favorable	☐
Undecided	☐
Somewhat unfavorable	☐
Very unfavorable	☐

(b) What types of business courses, seminars, or programs would most likely attract your future attendance?

_____

_____

_____

_____

PERSONAL DATA

11. What is your date of birth (month, year)? _____

12. Work history- Please go back to your first full-time "career" job after finishing college or discharge from military service. Do not include summer jobs or temporary jobs (under 6 mos but include jobs held in another profession or career. List most recent position first:

Position Held	When Held (Years Only)	Type Business	Highest Salary
(a) _____	_____ to date	_____	_____
(b) _____	_____ to _____	_____	_____
(c) _____	_____ to _____	_____	_____
(d) _____	_____ to _____	_____	_____
(e) _____	_____ to _____	_____	_____

Your cooperation and effort are greatly appreciated. Please feel free to use the remaining space to make any additional comments.

_____

_____

_____

_____

_____

_____

NOTES TO QUESTIONNAIRE

Question 1

This will identify the program attended, the year enrolled, and the year completed--as the basis of various relationships of comparability as discussed under Design in Chapter II.

Question 2

This question is the basis of establishing pre-attendance objectives of attendees, in conjunction with the independent brief questionnaire on objectives given to incoming 1969 MBA's and MDP's and the analysis of applications and interview records. Note also that this question is open-ended in conformity with the suggestions of Blankenship and Payne in Chapter II, "Assembling the Questionnaire," which require rapport, interest, willingness to answer, and background for later, more specific questions.

Question 3

After the open-ended question 2 on objectives, questioning now becomes specific in probing effectiveness. The question includes every major study area common to both the MBA and MDP programs. The definition of "impact" was made intentionally inclusive of interest, skill, knowledge, and broadened awareness. This is because the several areas differ in terms of skill, knowledge, or other objectives. Also, the motivations of participants would also differ in their attitudes towards an area, if required, or in reasons for electing an optional MBA course in the area.

Through use of the 4, 3, 2, 1 rating scale ("strong"to"none") a comparison can be made of the impact of each program in terms of each study area as well as an overall comparative index of effectiveness. This will also be compared to teaching effectiveness (Question 5).

Question 4

This question is significant in relating training received to the tangible results of salary increase, promotion, or increased responsibility. Career growth and advancement are among common objectives of participants, so that establishing such a relationship would support the main hypothesis in specific terms. Part B of the question requests further information about any direct relationship indicated.

Question 5

The sub-hypothesis of the dissertation is that quality of teaching is related to the effectiv education of adult businessmen. Part (a) is qualified on a scale of 4, 3, 2, 1 (excellent to poor) for comparison of MBA teaching and MDP teaching. This can then be correlated to Question 3 (impact) and Question 6 (effects), the component factors of which ("strong"t "none") are quantified on the same 4, 3, 2, 1 scale.

Parts (b) and (c) provide the basis of analysis of these approaches that are most effective with adult businessmen to test the second sub-hypothesis that the most effective teaching approaches involve the learner as active participant in the learning process.

Question 6

The series of questions to participants will be summarized into several categories of effec for comparison of the two programs. These are measures of change and growth which take into account the objectives of attendance in the MBA or MDP. Besides its usefullness in comparing effectiveness of the two programs, the results of this question can be related to the results of Question 5 (teaching effectiveness).

Question 7

Resuming the general, open-ended approach, as in Question 2, this in itself is a question on "effectiveness" and can be used as a test of the scores of impact determined from Questions 3 and 6 and in direct comparison with objectives in Question 2.

Question 8

The explanation of Question 7 applies here as well, except that this question is directed to "negative effectiveness."

Questions 9 & 10

This series of questions serves several purposes. The questions aim principally to confirm the more structured measurements of impact in earlier questions. Question 10 assumes that interest in further education is a reflection of the type and quality of past education. This is especially true of adult dispositions towards further formal education. It also looks for indications that the respondent's graduate business exposure has spurred

him to greater depth in his learning, although it may indicate failures in learning or missing elements in the MBA or MDP courses. Question 9 searches for flaws in the MBA or MDP program through the self-assessment of the respondent. These questions can also be related to Question 5 (teaching effectiveness), Question 3 (impact of subject matter), and Question 6 (effects in growth: professional, analytical, ethical and personal areas).

Questions 11 & 12

This information is necessary for establishing comparable groups as described in Design, Chapter II.

APPENDIX II

Test-Retest Method of Assuring Reliability
(Based on Questionnaire Shown as Appendix I-9)

1. (a) Did you attend the MBA ☐ or the Management Development Program (MDP) ☐

Results -There were no discrepancies between the pre- and post-responses in replying to this question.

(b) Month and year you started_____(c)Month and year completed_____

Results -One MBA left (b) and (c) blank in his second response. There were no other discrepancies among the other nine responses.

2. Try to recall your expectations.... List them in the order of importance to you at that time.

	1st Reply	2nd Reply
(1)	Wider scope of business know-how New approaches to work Personal improvement	Broader business knowledge Financial principles
(2)	Greater awareness of business problems Understanding of organizational behavior Understanding of economic situations	Increased knowledge of business functions and how to apply that knowledge
(3)	Practical ideas for recruiting personnel and to develop the org. Exchange ideas on mutual problems New concepts and ideas	New mgt. techniques Planning ideas Refresher Exchange ideas
(4)	Greater in-depth understanding in field of business Means of job advancement	Attain professional status in my field Job security and advancement Prestige
(5)	Broader educational base Systemetize my studying Update educational background Get out of a thinking rut Acquire advanced degree	Bring education current Broaden its base
(6)	Formalize my marketing and business training to supplement undergraduate engineering background	left blank
(7)	Understanding overall business policies Understanding other aspects of business besides my own field New approaches to better my own field	Get better understanding of other areas of business

(8) Very difficult to recall Wished to pursue something constructive and of interest in my spare time Satisfaction in completing MBA	(8) left blank
(9) Increase ultimate earning power Expand engineering background	(9) Gain business knowledge to expand my engineering background Increase salary possibility
(10) Expand my understanding of business operations and management Use knowledge gained to obtain promotion	(10) Expand my knowledge of how a business should be operated Prepare myself educationally for advancement

Results Summarized- The second responses to this open-ended question were substantial repetitions of the first responses. However, the replies were generally briefer, undoubtedly a reflection of correspondents' impatience with a repetition of the same task. Two respondents (6) and (8) left their second replies blank, but one (8) of these had admitted in his first reply his difficulty in pinpointing an exact motivation. In two instances, (1) and (4), second responses brought additional motivations not mentioned earlier, viz. financial knowledge and prestige. However, in all, the consistency appears strikingly high for an open-ended question.

3. The following principal areas of study---

Subject Area	Amount of Impact No. 1st Time-No. 2nd Time				Equivalent Scores[a] 1st Time - 2nd Time
	None	Fair	Good	Strong	
(a) Economics	2-1	1-3	6-4	1-2	26-27
(b) Finance	0-0	1-1	8-8	1-1	30-30
(c) Accounting	0-1	7-4	3-5	0-0	23-23
(d) Quantitative	2-3	7-5	1-2	0-0	18-19
(e) Org. Behavior	1-0	1-2	2-3	6-5	33-33
(f) Labor Relations	1-1	5-4	4-4	0-1	23-25
(g) Marketing	1-2	4-2	3-4	2-2	26-26
(h) Production	3-1	4-6	2-3	1-0	21-22
(i) Computer	3-3	6-7	1-0	0-0	18-17
(j) Legal, etc.	2-2	6-6	0-1	2-1	22-21
(k) Government	4-3	4-5	1-2	1-0	19-19
(l) Gen. Mgt	0-0	1-1	6-8	3-1	32-30
Total					291-292

[a] None = 1, Fair = 2, Good = 3, Strong = 4 each time indicated

Results- There is a significantly close agreement between the first responses and the second responses. This is not only true of the overall subject area's impact but also of each one of the individual subject areas. The results establish strong confidence in the reliability of this measuirng device in assessing subject matter impact.

4. (a) What relationship is there between your participation... and any salary increase, promotional opportunity, heavier responsibility, or new career prospects...?

Results- Five of the ten respondents made the same responses to all four parts of this question in their second replies as they did on their first replies.

Taking each event separately:

A. Salary Increase - Six respondents repeated exactly their assessments as to the effect of program attendance on salary; one raised his assessment; and three lowered their assessments on the second questionnaire even though their answers to question 12 indicate salary increases since completing the program. Judgments on salary are perhaps the least reliable since salary is the result of many factors, some of which are hard to pinpoint. In view of this difficulty, the responses to this part of the question appear sufficiently reliable to justify its inclusion. Assigning weights of 1, 2, or 3 for categories None, Uncertain, and Direct, the equivalent scores are 21 for the first response and 18 for the second.

B. Promotional Opportunity - Again, six respondents duplicated their assessments as to the effect of program attendance on promotional opportunity; two others raised their assessments while two lowered their assessments, making the net assessment perceived in the second response equal to that of the first response. The equivalent scores for the first and second responses are 10 and 10, respectively.

C. Heavier Responsibility - Same as for B

D. New Career Prospects - Nine respondents repeated their earlier replies on their second response. The tenth raised his assessment of the perceived relationship between program attendance and new career prospects. In contrast to A, B, and C which have multiple origins, new career prospects can more clearly be related to an educational program with its comprehensive subject-matter and new insights. The equivalent responses for the first and second responses are 12 and 10, respectively.

(b) If you indicate a direct relationship, was this because:

Results - There were five cases where a direct relationship was indicated under question 1 (a) in both the first and second responses. In question 1 (b) four of the respondents indicated the same reasons for the perceived relationship. A fifth respondent changed his indication of the reason for the direct relationship from "company recognition" to "application of training to work".

Results Summarized - A satisfactory degree of consistency is indicated in all parts of question 4, especially when the test-retest sequences are compared as a total group.

5. (a) How effective was the faculty's teaching?

Results - Nine out of the ten respondents repeated their test assessments exactly on the retest questionnaire. The tenth respondent raised his assessment from fair to good. The responses here appear highly reliable.

(b) There are many approaches .... What approaches did you find particularly effective and why?

	1st Reply	2nd Reply
(1)	Role playing, case analysis, panels, and workshop because they allowed individual participation.	Case analysis, role playing, problem solving groups -- all because of increased participation.
(2)	Case Analysis, role playing.	Role playing, case analysis
(3)	Discussion -- demanded involvement.	Work shops and discussions, generall smaller groups, i.e. involvement, held attention, better exchange, stimulation, etc.
(4)	Lecture -- most direct -- get instructor's views. Case Analysis - enables application of principles. Panel Discussion -- hear actual decisions, trends	I prefer lecture and case analysis. This gives student the benefit of instructor's knowledge and experience plus opportunity to apply principles in simulated situations.
(5)	Panel discussion, case analysis -- gives opportunity to test your ability or effectiveness on others.	Case analysis, panel discussion.
(6)	Case analysis.	Case analysis.
(7)	Case analysis because you received ideas from fellow participants from different business areas than yours and also how different companies approached and solved problems. Made you apply yourself. Panel discussions good also but case analysis and workshop made you commit yourself.	Case analysis, workshop, and group problem-solving. Made you analyze a problem on your own and find out how that particular company solved it. Also, in group you learn from other individuals in different work areas than yours and how they look at a problem.
(8)	"In depth" preparation of written case analysis, subsequent oral presentation and defense of position. Also, term papers requiring substantial outside reading and critical analysis. Foregoing enforced the discipline of thorough analysis of alternative solutions to problem situations.	Papers written from personal study and research. Case analysis good -- sometimes overdone.

(9) Group discussion so as to gain the experience of the class.	(9) Case analysis and class participation to gain the experience of the class rather than just the experience of the professor.
(10) Role playing was most effective since it tended to simulate an actual situation in a very personal way.	(10) Role playing and case study came close to simulating actual situations.

Results - Retest answers closely approximated test answers in a very strong indication of reliability.

(c) What approaches did you find least effective? Why?

1st Reply	2nd Reply
(1) Standard lectures and classroom techniques, because instructors that used them knew no other method.	(1) Lectures and old-time school approach-boring.
(2) Some lectures, due to course content, were dull or weak.	(2) Left blank,
(3) Straight lecture-not enough participation.	(3) Lectures, especially long lectures, got boring.
(4) Role playing. Insufficient preparation/ training by role players.	(4) The role playing and group participation techniques would leave too much to chance. An inexperienced, immature, or unwilling class could result in poor or limited viewpoint or analysis.
(5) Lecture is only effective if given by strong or authoritative individual.	(5) Lectures -- the lecturer has to be a known authority to hold interest or else he is merely expressing an opinion.
(6) Lecture.	(6) Lecture.
(7) In main part lectures, although there were exceptions.	(7) Class lectures or one man's idea how to solve a problem. It's only his opinion. There may be several others.
(8) Panel discussion. Degree of preparedness varied widely among students, sapping discussion of meaning and reality.	(8) Panels/role playing. Motivation and ability of students varied too greatly.
(9) Lecture courses tended to be ineffective because it (sic) limited the ideas exchanged to those of the instructor.	(9) Lecture courses - limited to professor's experience.

(10) Group study if this is meant when the group teaches itself. A lot of time is wasted because of lack of direction.

(10) Group study because it was not too easy to get people together for study.

Results - With the single exception of the respondent who failed to answer on the retest questionnaire, retest answers closely approximated test answers in a very strong indicatio: of reliability.

6. As you look back ..., please try to assess the amount of effect the program had on yo

Category	Amount of Effect No. 1st Time-No. 2nd Time				Equivalent Scores[a] 1st Time - 2nd Time
	None	Fair	Good	Strong	
(a) Broadened thinking	1-0	0-1	6-4	3-5	31-34
(b) Economic knowledge	2-1	2-2	5-5	1-2	25-28
(c) Broad business awareness	0-1	2-2	7-7	1-0	29-26
(d) Other business specialties	0-0	2-3	5-6	3-1	31-28
(e) Functional inter-relations	0-0	3-4	7-6	0-0	27-26
(f) Own business field	3-4	6-5	0-0	1-1	19-18
(g) Future career competence	0-0	1-2	7-6	2-2	31-30
(h) Analytical skill	0-0	3-2	6-7	1-1	28-29
(i) Managerial skill	0-0	3-5	7-4	0-1	27-26
(j) Problem-solving ability	0-0	4-6	6-3	0-1	26-25
(k) Communicating with others	1-1	2-5	4-4	3-0	29-23
(l) Change ability	0-0	5-5	4-4	1-1	26-26
(m) Unbiased attitudes	0-1	0-0	6-8	4-1	34-29
(n) Self-reliance	0-1	3-2	4-5	3-2	30-28
(o) Desire for more study	0-0	3-4	4-4	3-2	27-26
(p) Awareness of others	0-0	2-2	7-7	1-1	29-29
(q) Respect for other views	0-0	1-2	8-6	1-2	30-30
(r) Business & society	3-1	3-5	4-4	0-0	21-23
(s) Self-confidence	1-1	3-2	2-5	4-2	29-30
(t) Self-development	1-0	3-4	4-2	2-4	27-30

[a] None = 1, Fair = 2, Good = 3, Strong = 4 each time indicated

Results - There was close approximation between the test and retest answers except for items (k) "It increased my ability to communicate and work with others" and (m) "It made me more unbiased in viewing others' opinions", which had a larger variance than any of the other factors. After these were eliminated, the several measures of growth read as follows:

Personal Growth (a + n + q + s + t)	176-175
Professional Growth (b + c + d + e + f + g + i + j + l)	241-233
Analytical Growth (h + i + j + o + p)	137-135
Ethical Growth (p + q + r)	80-82

7. As you now look back ..., in what respects was the program of greatest advantage to you?

1st Reply	2nd Reply
(1) Improved my overall concept of the operation of a business and how this relates to national and international economics.	(1) Increased my knowledge of economic and finance.
(2) Expanded background from engineering to business.	(2) Broadened educational background.
(3) Exposure to the stimulating environment created by a few professors and lecturers.	(3) Stimulated interest in management techniques.
(4) Stimulated me to change to a more stimulating area.	(4) It made me leave old job and seek a more progressive and lucrative area.
(5) Discipline.	(5) Discipline.
(6) Stimulated my curiosity -- made me question more intelligently -- gave me more confidence.	(6) Organized my thinking, made me aware of more problems -- increased my analytical ability -- made me want more education
(7) Provided greater business perspective and maturity of business judgment.	(7) It gave me a "top management" outlook and maturity of business judgment.
(8) A refresher -- Stimulated me to look further at people, rationales, etc. and overall effect of decisions on company.	(8) Broadened thinking on other viewpoints which improved my communicating.
(9) Gave me confidence in my own analysis of business problems and how to solve them.	(9) Confidence.
(10) Widened my awareness of business and world economics.	(10) It improved my insight into business and economics.

Results - The test and retest replies to this open-ended question were sufficiently parallel to assure the essential reliability of this question.

8. Did the MBA or MDP fail to meet your expectations in any way?

	1st Reply	2nd Reply
(1)	Some of the courses were conducted in a way that I felt I was not getting my money's worth from the instructors.	Disappointed in the quality of some instructors.
(2)	No.	No.
(3)	Several professors and lecturers were ill-prepared, careless, and otherwise unprofessional to a degree which made their portions of the program an ordeal for all.	Not particularly difficult to learn. Many colleagues showed no real interest, effort, results, but received "B" grades and degrees.
(4)	Some courses were geared to lower levels (undergraduate) and others were taught by so-called specialists who really weren't.	Some courses could have been stronger
(5)	No -- exceeded expectations.	No.
(6)	No.	No.
(7)	Insufficient treatment of small business.	Neglected small business management perspective. Also middle management view in big business.
(8)	Yes -- at least one "rainmaker".	(left blank)
(9)	Not really	Marketing
(10)	Somewhat disappointed in overall quality of instruction.	I did expect a more advanced type of study in manufacturing and finance courses.

Results - One respondent (#8) failed to answer this question on the retest. Another (#9) had no reservation on the test but stated one on the retest. A third (#10) was more specific on the retest than on the test. The other seven replies were effectively consistent and justify the inclusion of this question.

9. If you could plan and choose youradvanced business education all over again, would you...

1st Reply	2nd Reply
(1) Same program if the quality of instruction were improved.	(1) Same program if less emphasis on accounting.
(2) Same program.	(2) Same program.
(3) Same program if better instructors and students.	(3) Same program if classes no larger than 15 and if the calibre of students and professors upgraded.
(4) Same program if specialists set up parameters of subject matter.	(4) Same program if stronger material in certain areas.
(5) Same program.	(5) Same program.
(6) Same program. I was more stimulated in the economics area and found it more challenging.	(6) Same program. Would have liked to have more economics and policy cour
(7) Same program.	(7) Same program with an infusion of courses describing the social, political, economic trends in the national environment....
(8) Same program but shorter period -- highlights of basics and influx of new ideas.	(8) Same program -- tended to drag a bit last 2 weeks -- probably me.
(9) Same program with more marketing and less accounting.	(9) Same program with modifications.
(10) Same program.	(10) Same program.

Results - All respondents were consistent in declaring their preference to attend the same program if starting in once again. One respondent (#1) suggested modifications in instructional quality on the test questionnaire and less emphasis on accounting on the retest. Another respondent (#7) had a suggestion for additional material on the retest which he had not suggested on the test. Otherwise, there was substantial consistency between test and retest items.

10. (a) How favorably disposed are you to further business education in the future of any type?

Results - Eight respondents repeated their replies exactly and 2 lowered their favorable dispositions. Consistency is sufficiently high to justify inclusion.

(b) What types of business courses, seminars, or programs would most likely attract your future attendance?

	1st Reply	2nd Reply
(1)	Programs that deal with specific management or operational problems conducted by individuals that are qualified (not generalists).	A good course in business planning that includes something besides a lot of generalizations.
(2)	Business courses designed specifically for certain fields of business, i.e. utilities.	Specific courses for utility people.
(3)	I might be interested in a DBA or similar doctoral program which could be pursued in an evening study. Specific interest: international economic development.	(No reply).
(4)	Mergers and acquisitions problems and solutions.	Mergers and acquisitions company analysis.
(5)	Marketing, finance, general management, psychology -- would definitely attend a doctorate program.	Marketing.
(6)	Political interface of world and nations and philosophies.	Economics and worldwide government controls and future government roles.
(7)	Courses dealing with any advanced state of the art.	Job-related management seminars in most any area in which there is significant change in concept or introduction of new ideas or technology.
(8)	Long-range planning. New organizational concepts.	Long-range planning. Communications in the organization. Problems of responding to youth's needs before pursued.
(9)	Not sure.	Social problems. Urban problems.
(10)	Short seminars and in-house programs.	2-5 day seminars.

Results - One respondent (#3) made no reply on the retest. Another (#5) made a much more abbreviated reply on the retest. A third (#9) was not sure on the test but had 2 suggestions on the retest after thinking about it. The others were quite consistent, especially for an open-ended question.

11. What is your date of birth?

All ten respondents made the same replies on the retest as they had on the test.

12. Work history....

One respondent left this question blank on the retest after replying on the test. The other nine respondents gave answers on the retest consistent with their answers on the test.

....Please feel free to use the remaining space to make any additional comments.

On the test 5 offered comments, although only 2 again offered comments on the retest which are stated below. One other respondent (#7) made a comment which he had not offered in the earlier pretest.

	1st Reply	2nd Reply
(6)	Since I personally wanted to continue my education I feel I got more out of it than those who were company sponsored and wanted it for immediate gain or because it was required. As you grow older your ability to "sponge up" education does not diminish.	Life is no restriction on education if the desire and curiosity are there.
(8)	Staff of N. U. made it a real personal experience -- would prefer motel to accommodations offered -- also assure good lighting.	A fine experience.

Results - The test-retest shows that this question does successfully invite additional comments. The two cases of second response are indications of consistency, more by tone and lack of contradiction than by repetitions of the words themselves.

APPENDIX III

Internal Measures of Reliability
(Based on Questionnaire Shown as Exhibit I-9)

1. Salary vs. Position -- Question 12

In every case the salaries indicated were reconcilable with the positions held, given the type of industry, the period of time employed, and the salary/price levels at that time.

2. Position and Date of Birth on Application Forms vs. Statements on Questionnaires (Questions 11 and 12).

Answers to questions 11 and 12 in the questionnaire were verified in every case against answers to the same questions on the original application forms for admission.

3. Position, Salary, and Career Responses In Question 4 vs. Responses in Question 12

Question 4 asks the respondent to relate attendance at the MBA or MDP program to salary, promotion, responsibility, and career prospects. Question 12 asks the history of these activities. Analysis shows consistency of response between the two questions. This was most evident where a direct relationship was indicated in question 4, since the events could be verified in question 13. In every case where an improvement in salary, promotional opportunity, responsibility, or new career prospect was indicated in question 4 the event was verified in question 13. Where the relationship in question 4 was indicated as uncertain or non-existent, question 13 pointed to other possible factors or verified that none of the events occurred, e.g. promotion.

4. Impact of Economics (Question 3) vs. Knowledge of U.S. and World Economies (Question 6)

There are two questions related to Economics, one in question 3 (a) as subject-matter impact and one in question 6 (b) as "knowledge of the U.S. and world economies". Although the questions are phrased differently and have a different focus, 7 of the 10 mailed pretest questionnaires showed complete consistency, with the same categories checked in each of the 7 cases. In terms of equivalent scores, question 3 had a score of 26 vs. a score of 25 on question 6 (see Appendix I-10).

5. Faculty Teaching

There was general consistency between 5 (a) and 5 (b) which asked for the most effective and the least effective teaching techniques. The most effective approaches noted were consistently participatory, especially case studies; the least effective were consistently non-participatory, especially the one-way lecture. (See Appendix I-10).

6. Greatest Advantage - Open-Ended Question

The following answers to question 8 by the 10 MBA's and MDP's cooperating in the mailed pretest were analyzed with reference to replies to other questions for indications of consistent response:

a) "stimulated me to change to a more lucrative area" (consistent with information in question 12)

b) "improved my overall concept of a business and its relation to national and international economics" (consistent with answers to question 6)

c) "expanded background from engineer to business" (consistent with favorable responses to business-related items in question 6)

d) "exposure to the stimulating environment created by a few professors and lecturers, esp. Profs. McCarthy, Herman, Kassayian, and Saunders" (consistent with degrees of impact indicated in question 3).

e) "I could work during the day and get the MBA at night" (answer stands apart from other answers).

f) "discipline" (consistent with answer to question 2 on desire to formalize objectives).

g) "widened my awareness of business and world economics" (consistent with answers to question 6 (a) and (b)).

h) "it helped put the overall operation of a business in a new perspective for me and gave an entirely different slant to the individuals involved within the company and their interplay" (consistent with question 6 (a), (d), and (q)).

i) "stimulated me to look further at people and the overall effect of decisions on the company" (consistent with question 6 (c), (d), and (p)).

j) "I wanted a chance to review my own career objectives, and relationships with my company ---" (consistent with answers to questions 2 and 7, although this answer was generally phrased).

7. Failure to Meet Expectations - Open-Ended Question

A similar analysis of answers to question 9 was made against replies to other questions, again to test consistency of response:

a) "some courses were geared to lower levels and others were taught by so-called specialists who really weren't (consistent with answer to question 3).

b) "some of the courses were not conducted in a way that I felt gave me my money's worth" (consistent with certain of the answers to question 3).

c) "no failure"

d) "several professors and lecturers were ill-prepared, careless, and otherwise unprofessional to a degree which made their portions of the program an ordeal for all" (consistent with certain of the answers to question 3).

e) "no failure".

f) "no, exceeded my expectations".

g) "Somewhat disappointed in the overall quality of the instructors," (consistent with answer to question 5 (a)).

h) "marketing and basic accounting were very weak" (consistent with answers to question 3).

i) "at least one 'rainmaker'" (too vague to relate specifically to any other comment)

j) "quite satisfactory" (consistent with answer to question 13 (additional comments)).

8. If Decisions to Attend Could be Made Again

Five would attend the same program again without qualification, and this is consistent with the absence of disappointments under question 8. Five others would attend the same program, assuming certain changes were made, but, again, the modificati were consistent with answers to question 8.

9. Dispositions to Attend Further Business Education

Five indicated "very favorable", four "moderately favorable", and one "undecided" reactions to the possibility of attending future educational programs in business. While there was little difference between the "very favorable" and "moderately favorable" group in their reactions to subject matter (question 3), teaching effectiveness (question 5), and amount of effect (question 7), the one "undecided" respondent showed lower scores in the subject-matter and amount of effect categories. What is significant is the 10 (b) question which asks the types of courses of greatest interest. Where the respondents indicated specific subject matter, e.g. economics, their ratings of that subject matter in question 3 were consistely strong.

APPENDIX IV

Questionnaire to 1969 Enrollees in MBA and
Management Development Programs
at Northeastern University

The following questions are being directed to all of those newly enrolled in the University' MBA and executive development programs. Your cooperation will help in an assessment of the effectiveness of the programs in meeting your needs and objectives.

(1) Are you under 30 years of age? ☐

Thirty years of age or over? ☐

(2) As you begin your program at Northeastern, what do you most hope to obtain from your experience of graduate business education?

(3) Are there any other objectives you expect to realize through your work in the program?

Your name_____

(For check-off purposes only)

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